DOCUMENT RESUME

ED 197 355 CS 206 052

TITLE Elementary Communication Arts Program.
INSTITUTION Lancaster City School District, Pa.
PUB DATE 80
NOTE 549p.: The SAM's section may have some marginally legible pages.

EDRS PRICE MF02/PC22 Plus Postage.
DESCRIPTORS *Communication Skills: Elementary Education: Language Acquisition: *Language Arts: Language Skills: *Learning Activities: Readiness: *Sequential Approach: *Sequential Learning: *Skill Development: Student Development: Teaching Guides

ABSTRACT

This guide provides a sequence for studying the communication arts in grades one through six. Prepared by the Lancaster (Pennsylvania) school district, the guide organizes communication skills within and across grade levels. The skills are listed in two ways so that teachers may use whichever list best accommodates their individual teaching styles. One form indicates both a horizontal and vertical progression of skills so that teachers can determine entry and exit levels of skills and can see the progression of difficulty from one level to the next. The second form of the skills list is a vertical progression of skills by level and category only. Skill numbering on this second list corresponds to the numbering on the first list. Readiness skills for preschool and kindergarten are listed separately in developmental sequence and by category, because they do not correspond to the skills in levels one through six. An "activities guide" provides suggested teaching strategies and student activities for specific skills, including listening, oral expression, handwriting, phonics, written language, the dictionary, vocabulary development, spelling, locating, organizing, analyzing, and reading. The final section contains the skill acquisition measures for level six, which are intended as examples of the ways to measure student mastery of the specific communication skills. (RL)

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ELEMENTARY COMMUNICATION ARTS PROGRAM

SCHOOL DISTRICT OF LANCASTER

LANCASTER, PENNSYLVANIA

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PREFACE

This document is the prescribed course of study in communication arts for pre-school through grade six in the School District of Lancaster. Its present form and content represent six years of development, revision, and piloting by more than one hundred professionals including teachers, reading specialists, librarians, program specialists, principals, and central office administrators. To all of these people, we wish to express our sincere appreciation for their time, talents, and support.

Although the philosophy, goals, and skills included herein are prescriptive, their inclusion results from a descriptive, selective process for determining what is important for students in the School District of Lancaster. Furthermore, leveling of skills is descriptive of what can reasonably be expected of most students at corresponding grade levels; individual diagnosis of students' skill strengths and weaknesses should prescribe the appropriate levels of instruction. Finally, the Activities Guide is descriptive in that it suggests activities which teachers have used successfully in teaching the skills.

Two forms of the Skills List are provided: one indicates both a horizontal and a vertical progression of skills so that teachers can determine entry and exit levels of skills and can see the progression of difficulty from one level to the next. On this list skills are numbered sequentially, with any skill repeated at two or more levels carrying the same number. Repetition of a skill implies a greater degree of mastery expected, more sophisticated activities, or more in-depth content at higher levels. The second list is a vertical progression of skills by level and category only. Skill numbering on this list corresponds to the numbering on the first list. Teachers may use whichever list best accommodates their individual teaching styles.

Readiness skills (pre-school and kindergarten), because they do not correspond to the skills in levels one through six, are listed separately in developmental sequence and by category. The developmental list is numbered consecutively. Numbers on the category list correspond to numbers on the developmental list. Both lists are cross-referenced.

Certain skills are followed by the designation T/L or L/T. T/L skills may be introduced by the teacher with follow-up by the librarian, or the teacher may request that the librarian introduce the skills. L/T skills are to be taught by the librarian with reinforcement by the teacher.

Amos L. Hahn
Reading Program Specialist

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Language Arts Program Specialist

Philosophy

The Elementary Communication Arts Skills List contains all the skills essential for effective communication - listening, speaking, writing, and reading. All the skills imply an active/passive frame of reference in that these skills are needed for communication with oneself, through the printed word, and with other people. It is consistent, therefore, with the philosophy of Communication Arts that:

1. The areas of listening, speaking, writing, and reading be given equal importance in any instructional endeavor.
2. The areas of listening, speaking, writing, and reading should be taught as inter-related concepts rather than be taught in isolation.
3. The Elementary Communication Arts Skills List adapts itself to developmental placement of children after individual diagnosis of skill strengths and weaknesses has been accomplished.
4. The Elementary Communication Arts Skills List encourages an eclectic approach to the teaching of the communication arts.
5. The four critical experiences from PCRP are an integral part not only of the Elementary Communication Arts Skills List but also of its philosophy.
6. The resultant learning from the Elementary Communication Arts Skills List should be process-oriented rather than skill-oriented.

General Objectives

1. To learn to express oneself appropriately.
2. To become acquainted with the basic structure of the English language for use in the development of more effective communication.
3. To learn the mechanics of correct expression through experience in the accepted forms of usage, punctuation, capitalization, spelling, and pronunciation.
4. To develop habits of accuracy in both oral and written work.
5. To develop self-expression through creative writing and speaking.
6. To listen courteously and responsively for purposes of information and entertainment.
7. To develop a lifelong habit of reading which encompasses reading for meaning and instruction as well as for personal pleasure and self-fulfillment.
8. To develop the ability to use the native language as an effective tool for thinking, for communication, and for enjoyment.

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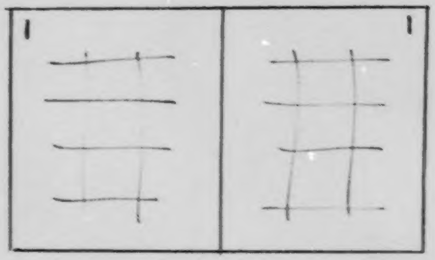
To the reviewer:

During early September teachers determine instructional levels and skill needs of students with a variety of diagnostic instruments. The skills list is then used to individualize instruction and to group for instruction.

We deliberately identify skills by level rather than by grade to de-emphasize equating the two.

For purposes of assembling the list, match page numbers at the top of each page as shown below.



1

ELEMENTARY COMMUNICATION ARTS SKILLS LIST

FIRST	SECOND	THIRD
LISTENING	LISTENING	LISTENING
Listen for auditory discrimination.		
Listen for directions and specific information.	2. Listen for directions and specific information.	2. Listen for directions and specific information.
3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. I/L	3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. I/L	3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. I/L
	4. Listen while others are speaking.	
	5. Recall specific information from an oral presentation.	5. Recall specific information from an oral presentation.
6. Draw conclusions.	6. Draw conclusions.	6. Draw conclusions.
	9. Identify main idea in an oral presentation.	9. Identify main idea in an oral presentation.
ORAL EXPRESSION	ORAL EXPRESSION	ORAL EXPRESSION
12. Speak clearly and enunciate properly in an appropriate voice level.	12. Speak clearly and enunciate properly in an appropriate voice level.	12. Speak clearly and enunciate properly in an appropriate voice level.
13. Expand oral vocabulary.		
14. Formulate complete sentences.		
15. Use narrative expression.		
16. Tell a story in sequence.		
17. Use expository expression.		
18. Distinguish between words that mean one and words that mean more than one.		
19. Use appropriate language.		
	20. Communicate ideas orally in proper sentence form.	20. Communicate ideas orally in proper sentence form.
	21. Recognize use of possessives.	
	22. Identify the main idea of an oral expression.	22. Identify the main idea of an oral expression.
		23. Avoid the use of double negatives in conversation.
		24. Use the telephone properly.
		30. Use the following words correctly: can/may, got/get/have, learn/teach.
HANDWRITING	HANDWRITING	HANDWRITING
34. Identify letter forms through use of visual, auditory, tactile, and/or kinesthetic techniques.		
35. Associate manuscript letter forms with names.		
36. Associate upper-case letters with lower-case form of letters.		
37. Perceive and estimate spatial relationships, size, alignment and shape.		
38. Write all upper-case letters and lower case letters in manuscript		
39. Reproduce from memory all letters of the alphabet.		
	40. Form upper and lower-case manuscript letters correctly and legibly.	
	41. Place manuscript letters correctly according to position, size, form of letter, spacing, and alignment.	
		42. Identify cursive letter forms through use of visual, auditory, tactile, and/or kinesthetic techniques.
		43. Associate cursive letter forms with names.
		44. Associate manuscript with corresponding cursive letter forms.
		45. Match corresponding upper-case and lower-case cursive letter forms.
		46. Refine alignment, size, shape, space and position for manuscript.
		47. Write correctly and legibly in cursive writing: individual letters, letter combinations and simple words. NOTE: Transition from manuscript to cursive

SCHOOL DISTRICT OF LANCASTER

FOURTH	FIFTH	SIXTH
LISTENING	LISTENING	LISTENING
2. Listen for directions and specific information.	2. Listen for directions and specific information.	2. Listen for directions and specific information.
3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L	3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L	3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L
6. Draw conclusions.	6. Draw conclusions.	6. Draw conclusions.
7. Distinguish types of sentences by inflection.	7. Distinguish types of sentences by inflection.	7. Distinguish types of sentences by inflection.
8. Listen to evaluate content.	8. Listen to evaluate content.	8. Listen to evaluate content.
9. Identify main idea in an oral presentation.	9. Identify main idea in an oral presentation.	9. Identify main idea in an oral presentation.
	10. Draw inferences while listening.	10. Draw inferences while listening.
	11. Summarize material of two or more paragraphs in correct sequence.	11. Summarize material of two or more paragraphs in correct sequence.
ORAL EXPRESSION	ORAL EXPRESSION	ORAL EXPRESSION
12. Speak clearly and enunciate properly in an appropriate voice level.	12. Speak clearly and enunciate properly in an appropriate voice level.	12. Speak clearly and enunciate properly in an appropriate voice level.
22. Identify the main idea of an oral expression.	22. Identify the main idea of an oral expression.	22. Identify the main idea of an oral expression.
23. Avoid the use of double negatives in conversation.	23. Avoid the use of double negatives in conversation.	23. Avoid the use of double negatives in conversation.
25. Tell a story.	25. Tell a story.	25. Tell a story.
26. Participate in a group discussion.	26. Participate in a group discussion.	26. Participate in a group discussion.
27. Speak in rehearsed situations.	27. Speak in rehearsed situations.	27. Speak in rehearsed situations.
28. Keep to the subject.	28. Keep to the subject.	28. Keep to the subject.
29. Express thoughts clearly.	29. Express thoughts clearly.	29. Express thoughts clearly.
31. Use the following words correctly: can/may, got/get/have, learn/teach, let/leave, don't doesn't.		
	32. Use the following words correctly: may/can, got/get/have, learn/teach, let/leave, don't/doesn't, good/well, those/these/them.	32. Use the following words correctly: may/can, got/get/have, learn/teach, let/leave, don't/doesn't, good/well, those/these/them.
		33. Use proper verb tense forms with subjects.
HANDWRITING	HANDWRITING	HANDWRITING

FOURTH	FIFTH	SIXTH
48. Write with uniform slant, form and spacing.	48. Write with uniform slant, form and spacing.	48. Write with uniform slant, form and spacing.
49. Write individual cursive letter, letter combinations, words and sentences.	49. Write individual cursive letters, letter combinations, words and sentences.	49. Write individual cursive letters, letter combinations, words and sentences.
50. Write by sitting in proper position with pencil and paper in proper position.	50. Write by sitting in proper position with pencil and paper in proper position.	50. Write by sitting in proper position with pencil and paper in proper position.
51. Write with ease and speed.	51. Write with ease and speed.	51. Write with ease and speed.
52. Keep neat margins.	52. Keep neat margins.	52. Keep neat margins.
53. Use manuscript form in project work such as map skills and charts.	53. Use manuscript form in project work such as map skills and charts.	53. Use manuscript from in project work such as map skills and charts.
PHONICS AND STRUCTURAL ANALYSIS	PHONICS AND STRUCTURAL ANALYSIS	PHONICS AND STRUCTURAL ANALYSIS
85. Identify ed as a syllable when added to root words ending in d or t.		
	86. Identify prefixes and suffixes as generally forming separate syllables.	

ELEMENTARY COMMUNICATION ARTS SKILLS LIST

FIRST	SECOND	THIRD
	98. Recognize the two sounds of c, s, g.	97. Form compound words.
	100. Recognize the r - controlled vowel sounds - (ar, er, ir, or, ur)	99. Use the two sounds of c. g. s.
		101. Identify the r controlled vowel sounds (ar. or. er. ir. ur).
		102. Use the r controlled Vowel sounds (ar. or. ir. er. ur).
	103. Recognize variant vowel sounds (oo, oi, oy, ow, ou, aw, au, al).	104. Give the sounds represented by the variant vowels: ew. oi. oy. o͞o. o͝o. ou. ow. au. aw. al.
	105. Recognize silent letter combinations (kn, wr, mb, lf, gn, gh)	106. Recognize consonant combinations in which one letter is silent: kn. mb. wr. gn. gh-ghost. gh-might.
		107. Identify and use silent consonants: b, l, g. h. kn. wr. gn
		108. Recognize the variant sounds of ph (f). ough (f). ng. nk.
	109. Recognize and identify plurals (s,es).	110. Form plurals - s. es. ies.
	113. Recognize and identify contractions using not.	114. Identify contractions with the following as second words: is. are. have. not. us. would. will.
	115. Form contractions using not.	116. Form contractions with the following as second words: is. are. have. not. us, would, will.
	117. Recognize and identify root words and word endings (s, ed, ing, er).	
	118. Use root words and word endings (s, ed, ing, er).	119. Recognize and write root words and affixes: un. re. es. est. y. ly. s. ed, ing, er.
		124. Recognize suffixes or/er for comparison and est.
	131. Recognize antonyms.	132. Identify and use antonyms. *
	133. Recognize synonyms.	134. Identify and use synonyms.
	135. Recognize homonyms.	136. Identify and use homonyms.
STRUCTURE OF THE LANGUAGE	STRUCTURE OF THE LANGUAGE	STRUCTURE OF THE LANGUAGE

FOURTH	FIFTH	SIXTH
111. Form plurals of words that follow set patterns.	111. Form plurals of words that follow set patterns.	
112. Form irregular plurals of commonly used nouns, such as: tooth/teeth, foot/feet, ox/oxen, child/children, goose/geese, deer/deer.		
120. Add the suffixes s, es, ed, ing to words.		
	121. Add the suffixes s, ed, ing, ness, ment, able to words.	
		122. Add the suffixes s, es, ed, and ing words that double the final consonant before adding the suffix.
123. Identify common suffixes affixed to words: ful, ish, less, ly, ness, y.		
125. Use suffixes or/er as doer, er for comparison and est.		
126. Identify common prefixes and their meanings when affixed to root words: dis, in, re, un, pre.		
	127. Define the following prefixes and combining forms: non, mis, pre, im, de, ex, sub, super.	
	128. Isolate the components (prefixes, roots, suffixes) of affixed words.	128. Isolate the components (prefixes, roots, suffixes) of affixed words.
		129. Define the following prefixes and combining forms: fore, ante, post, trans, anti, semi, micro, inter, mini, intra.
		130. Divide a word into syllables independently.
*NOTE: Secondary Skills 270, 271 for fourth and fifth levels progression of skills 131-136.		
STRUCTURE OF THE LANGUAGE	STRUCTURE OF THE LANGUAGE	STRUCTURE OF THE LANGUAGE
137. Recognize subject noun in a sentence.		
	138. Identify subject nouns in a sentence.	
139. Recognize object noun in a sentence.		
	140. Identify predicate nouns and direct object nouns.	140. Identify predicate nouns and direct object nouns.
		141. Identify nouns as subject or direct object in a sentence.
142. Recognize subject pronouns.		
	143. Recognize subject, object, and possessive pronouns.	
	144. Use subject and object pronouns correctly.	

FIRST	SECOND	THIRD
WRITTEN EXPRESSION	WRITTEN EXPRESSION	WRITTEN EXPRESSION
169. Complete a sentence.		
170. Recognize that a sentence begins with a capital letter and ends with a period or question mark.		
171. Write a complete simple sentence.		
	172. Write a telling sentence.	
	173. Write an asking sentence.	
174. Recognize naming words.		
	175. Identify naming words (nouns).	
		176. Identify a naming word as a noun in a sentence.
		177. Identify common and proper nouns.
	178. Use I, he, she, it, we, you, they in sentences as noun substitutes.	
		179. Identify the antecedents for the pronouns I, he, she, we, you, they, it.
180. Recognize action words.		
	181. Identify action words (verbs).	
		182. Identify the action word as a verb in a sentence.
		183. Form the past tense of run, see, eat, go, and do.
		184. Recognize the use of specific verb form with an auxiliary.
		185. Use noun/verb agreement in writing sentences.
	186. Recognize descriptive words. (adjectives)	
		187. Identify and use descriptive words (adjectives).
	188. Arrange given sentences in sequences to make a story.	
	189. Write a short story or short poem.	189. Write a short story or short poem.
		190. Choose an appropriate title for a story.
		193. Choose the main idea of a paragraph.

4

FOURTH	FIFTH	SIXTH
		145. Use pronouns as subjects and objects.
	146. Identify action verb in a sentence.	
147. Recognize verbs of being - am, is, are, was, were - as helping verbs. 148. Recognize the use of a form of to have as an auxiliary with past participles, such as: seen, done, gone, run, written, taken, given, come, eaten, known, begun.		
	149. Identify a verb that contains an action word and an auxiliary word. 150. Identify verbs of being as auxiliary verbs or linking verbs. 151. Identify sense verbs such as taste, feel, look and smell as linking verbs.	149. Identify a verb that contains an action word and an auxiliary word. 150. Identify verbs of being as auxiliary verbs or linking verbs 151. Identify sense verbs such as taste, feel, look, and smell as linking verbs. 152. Identify verbs in a sentence. 153. Identify principal parts of irregular verbs.
	154. Identify compound subject and compound verb.	154. Identify compound subject and compound verb. 155. Construct sentences which show noun-verb agreement.
156. Identify possessive forms of singular nouns.	157. Construct singular possessives and plural possessives of nouns where plurals end in an s.	158. Construct singular and plural possessives.
159. Recognize a describing word before a noun as an adjective.	160. Identify adjectives and predicate adjectives.	160. Identify adjectives and predicate adjectives.
161. Identify ly adverbs that answer the question how.	162. Identify adverbs that answer the questions: How? or When?	163. Identify adverbs that answer the questions: How? When? or Where? 164. Identify common prepositions. 165. Identify a noun as the object of a preposition.
166. Recognize command or request as a type of sentence.	167. Recognize names of types of sentences declarative, interrogative, exclamatory, imperative.	168. Label the four types of sentences.
WRITTEN EXPRESSION	WRITTEN EXPRESSION	WRITTEN EXPRESSION
185. Use noun/verb agreement in writing sentences.		
191. Write a narrative using a choice of story starters. 192. Write poems in a variety of forms, e.g., haiku, limerick, cinquain, tanka, and ballad as well as in creative free verse forms.	191. Write a narrative using a choice of story starters. 192. Write poems in a variety of forms, e.g., haiku, limerick, cinquain, tanka, and ballad as well as in creative free verse forms.	191. Write a narrative using a choice of story starters. 192. Write poems in a variety of forms, e.g., haiku, limerick, cinquain, tanka, and ballad as well as in creative free verse forms.

5

ELEMENTARY COMMUNICATION ARTS SKILLS LIST

FIRST	SECOND	THIRD
		195. Construct a short paragraph from given sentences using correct form.
		198. Arrange sequential order of sentences in a paragraph.
	204. Recognize the three main parts of a letter (greeting, body, signature).	
		205. Recognize the five parts of a letter. 206. Organize a friendly letter into proper form from given letter parts. 207. Write a friendly letter.
214. Recognize correct use of capital letters: names of people, months, holidays, days of the week, I.		
	215. Expand the use of capital letters from previous levels to the first word in a sentence, names of pets; abbreviations, Mr., Mrs., Miss, Ms., Dr.; names of cities and states; names of schools.	
		216. Use rules of capitalization from previous levels, plus: titles of books, names of streets, avenues, and roads; the words in the greeting of a letter; the first word in the closing of a letter.
	220. Recognize the function of the exclamation point.	
		221. Recognize the use of the apostrophe to show possession.

FOURTH	FIFTH	SIXTH
194. Identify topic sentence of a paragraph.		
196. Construct a paragraph from given sentences, using correct form.		
197. Arrange several sentences in sequential order.		
	199. Arrange sentences in proper paragraph form.	199. Arrange sentences in proper paragraph form.
200. Recognize sentences that do not belong in a paragraph.	200. Recognize sentences that do not belong in a paragraph.	200. Recognize sentences that do not belong in a paragraph.
	201. Write a group of sentences keeping to the subject.	201. Write a group of sentences keeping to the subject.
	202. Independently construct a paragraph.	202. Independently construct a paragraph.
		203. Write a coherent, unified paragraph.
207. Write a friendly letter.	207. Write a friendly letter.	207. Write a friendly letter.
208. Use proper form for addressing an envelope.	208. Use proper form for addressing an envelope.	208. Use proper form for addressing an envelope.
	209. Compose declarative, interrogative, imperative and exclamatory sentences.	209. Compose declarative, interrogative, imperative and exclamatory sentences.
210. Distinguish between a sentence and a non-sentence (fragment).	210. Distinguish between a sentence and a non-sentence (fragment).	210. Distinguish between a sentence and a non-sentence (fragment).
211. Rewrite non-sentences (fragments) into sentences.	211. Rewrite non-sentences (fragments) into sentences.	211. Rewrite non-sentences (fragments) into sentences.
212. Identify run-on sentences.	212. Identify run-on sentences.	212. Identify run-on sentences.
213. Rewrite run-on sentences.	213. Rewrite run-on sentences.	213. Rewrite run-on sentences.
217. Apply rules of capitalization from previous levels plus the following: first word in a line of poetry, first word of a speaker in written conversation, titles of poems and stories, initials, names of languages and people of a country, names of buildings, names of companies and stores.		
	218. Apply rules of capitalization from previous levels plus titles of newspapers, words such as Mother, Father, when used as names; words such as Aunt, Cousin when used before names; names of mountains, lakes, rivers; special groups of people and proper adjectives.	
		219. Apply rules of capitalization from previous levels plus titles of songs, reports; names of countries, continents; names of churches, religious denominations, sacred names; names of regions; names of documents, trade names; the first word of a mainhead and subhead in an outline and to set off each subhead.
222 Use the following punctuation properly in a sentence: commas in dates, addresses and series; ending punctuation for types of sentences; apostrophes for contractions; periods for abbreviations.		
	223. Use the following punctuation properly in sentences: ending punctuation (period, question mark, exclamation point); commas in a series, direct address, certain introductory words, apostrophes in contractions and to show possession; quotation marks when indicating a speaker at the beginning	

ELEMENTARY COMMUNICATION ARTS SKILLS LIST

FIRST	SECOND	THIRD
DICTIONARY	DICTIONARY	DICTIONARY
228. Say alphabet in order.		
229. Alphabetize letters.		
230. Alphabetize by first letter using alphabet chart.		
	231. List words in alphabetical order to the first and second letters.	
		232. Alphabetize words according to the third letters.
235. Use pictionaries. T/L		
	236. Use a pictionary dictionary, and/or glossary. T/L	
		237. Recognize uses of a dictionary. T/L
		238. Recognize the function of guide words.
		239. Locate the proper pronunciation and meaning of a word.
		241. Use the phonetic spelling to pronounce an entry word.
		245. Use the abbreviation key.
VOCABULARY - WORD RECOGNITION AND WORD MEANING	VOCABULARY - WORD RECOGNITION AND WORD MEANING	VOCABULARY - WORD RECOGNITION AND WORD MEANING
255. Read a word by associating it with the object.		
256. Distinguish among words that have similar spellings.		
257. Dictate stories from experience.		
	258. Write own "language experience" stories.	258. Write own "language experience" stories.
259. Read dictated stories.		
	260. Read stories that were self-dictated.	
261. Establish sight vocabulary from reading dictated stories.		
262. Identify color words and number words.		
	263. Identify days of week, months, seasons, and holiday words.	
264. Identify in various settings words used in pre-primers and primers.		
265. Recite Grade 1 Kucera-Francis sight words.		
	266. Pronounce 85% of the Kucera-Francis sight words.	
		267. Pronounce all Kucera-Francis sight words.
268. Match orally antonyms.		

FOURTH	FIFTH	SIXTH
	or end of a sentence.	
224. Use quotation marks properly when indicating speaker at the beginning or the end of the sentence.		225. Use quotation marks properly when indicating speaker in a split quotation.
226. Apply rules of correct word usage in all written work.	226. Apply rules of correct word usage in all written work.	226. Apply rules of correct word usage in all written work.
227. Proofread and correct errors in written work.	227. Proofread and correct errors in written work.	227. Proofread and correct errors in written work.
DICTIONARY	DICTIONARY	DICTIONARY
233. Select shorter of two words to be first in list for alphabetizing, e.g., hand, handy; for, fore.		
234. Arrange words in alphabetical order to the third letter and beyond.	234. Arrange words in alphabetical order to the third letter and beyond.	234. Arrange words in alphabetical order to the third letter and beyond.
240. Use the pronunciation key.		
242. Differentiate between entry and non-entry words.		
243. Estimate location of a word in the dictionary.		
244. Use guide words to locate entries in dictionaries. T/L	244. Use guide words to locate entries in dictionaries. T/L	244. Use guide words to locate entries in dictionaries. T/L
246. Use a dictionary to find meanings of given entry words.	246. Use a dictionary to find meanings of given entry words.	246. Use a dictionary to find meanings of given entry words.
247. Use dictionary to divide words into syllables.	247. Use dictionary to divide words into syllables.	247. Use dictionary to divide words into syllables.
248. Identify accented syllable.	248. Identify accented syllable.	248. Identify accented syllable.
249. Use a dictionary to locate plurals of words that do not follow set patterns.	249. Use a dictionary to locate plurals of words that do not follow set patterns.	249. Use a dictionary to locate plurals of words that do not follow set patterns.
	250. Use dictionary to locate roots of words containing affixes.	250. Use dictionary to locate roots of words containing affixes.
251. Use a dictionary to identify parts of speech of entry words (noun, verb, pronoun).		
	252. Use a dictionary to identify parts of speech of entry words (noun, verb, pronoun, adjective, adverb).	252. Use a dictionary to identify parts of speech of entry words (noun, verb, pronoun, adjective, adverb).
		253. Observe word origins of entry words.
254. Locate information about important persons, places and historical events in dictionaries. T/L (Teacher tested using classroom dictionaries).	254. Locate information about important persons, place and historical events in dictionaries. T/L (Teacher tested using classroom dictionaries).	254. Locate information about important persons, places and historical events in dictionaries. T/L (Teacher tested using classroom dictionaries).
VOCABULARY - WORD RECOGNITION AND WORD MEANING	VOCABULARY - WORD RECOGNITION AND WORD MEANING	VOCABULARY - WORD RECOGNITION AND WORD MEANING

FIRST	SECOND	THIRD
269. Match orally synonyms.		
272. Match orally words to categories.		
	273. Classify words according to categories.	273. Classify words according to categories.
274. Use the context to identify new words.	274. Use the context to identify new words.	274. Use the context to identify new words.
	275. Use configuration as an aid to decode words	
	276. Recognize word families.	
	277. Recognize that a word may have multiple meanings.	
		278. Identify words with multiple meanings.
		280. Recognize descriptive words from within the text.
SPELLING	SPELLING	SPELLING
	286. Associate words with similar word patterns.	
	287. Match word meanings with word spellings.	
	288. Apply phonetic skills to spell new words.	288. Apply phonetic skills to spell new words.
		289. Apply word study skills and spelling rules to spell new words.
COMPREHENSION - LOCATING INFORMATION	COMPREHENSION - LOCATING INFORMATION	COMPREHENSION - LOCATING INFORMATION
292. Recall names of characters from stories read aloud.		
293. Recognize details from pictures.		
294. Recall important details from stories read aloud.	294. Recall important details from stories read aloud.	
		295. Recall material read aloud.
296. Recognize the function of the library media center. L/T		
297. Recognize filmstrips and other non-print formats as sources for stories and information. L/T		
298. Identify five basic library terms: librarian/media specialist, library/media center, book card, book pockets and date due slip. L/T		
299. Sign out library books properly. L/T		
	300. Distinguish between fiction and non-fiction books. L/T	
		301. Locate fiction books. L/T
	303. Identify the parts of a book (spine, cover, pages, table of contents). T/L	
		304. Name and define all parts of a book, including glossary and title page. T/L
		306. Identify speaker.
		307. Identify speaker's message.
		308. Follow printed directions.

FOURTH	FIFTH	SIXTH
270. Use homonyms, synonyms, and antonyms.		
	271. Recognize and use homonyms, synonyms and antonyms.	
273. Classify words according to categories.	273. Classify words according to categories.	
274. Use the context to identify new words.	274. Use the context to identify new words.	274. Use the context to identify new words.
279. Distinguish multiple meanings of a given word.	279. Distinguish multiple meanings of a given word.	279. Distinguish multiple meanings of a given word.
281. Develop vocabulary through a list of words formulated from reading selections.	281. Develop vocabulary through a list of words formulated from reading selections.	281. Develop vocabulary through a list of words formulated from reading selections.
		282. Recognize idiomatic expressions.
		283. Identify metaphors.
		284. Identify similies.
		285. Interpret meaning of coined words and expressions.
SPELLING	SPELLING	SPELLING
289. Apply word study skills and spelling rules to spell new words.	289. Apply word study skills and spelling rules to spell new words.	289. Apply word study skills and spelling rules to spell new words.
290. Spell words correctly from assigned lists.	290. Spell words correctly from assigned lists.	290. Spell words correctly from assigned lists.
291. Spell words correctly in written work after proofreading and applying study skills.	291. Spell words correctly in written work after proofreading and applying study skills.	291. Spell words correctly in written work after proofreading and applying study skills.
COMPREHENSION - LOCATING INFORMATION	COMPREHENSION - LOCATING INFORMATION	COMPREHENSION - LOCATING INFORMATION
302. Locate fiction and non-fiction books in library through call number. L/T	302. Locate fiction and non-fiction books in library through call number. L/T	302. Locate fiction and non-fiction books in library through call number. L/T
305. Locate information through recognizing and using parts of a book including table of contents, page number, titles index, glossary and copyright.	305. Locate information through recognizing and using parts of a book including table of contents, page number, titles, index, glossary and copyright.	
308. Follow printed directions.	308. Follow printed directions.	308. Follow printed directions.
309. Use guide words to locate entries in a variety of reference books. T/L	309. Use guide words to locate entries in a variety of reference books. T/L	309. Use guide words to locate entries in a variety of reference books. T/L
310. Identify the unique organization of a telephone directory.	310. Identify the unique organization of a telephone directory.	
		311. Locate types of information in a telephone directory.
312. Locate information on any topic in any encyclopedia. L/T		
	313. Use a specialized reference book to locate information. L/T	313. Use a specialized reference book to locate information. L/T
314. Use the card catalog in locating call number of a book. L/T	314. Use the card catalog in locating call number of a book. L/T	314. Use the card catalog in locating call number of a book. L/T
	315. Locate author, subject and title cards in card catalog. L/T	315. Locate author, subject and title cards in card catalog. L/T

FIRST	SECOND	THIRD
	327. Define Caldecott Award. T/L	
COMPREHENSION - ORGANIZING INFORMATION	COMPREHENSION - ORGANIZING INFORMATION	COMPREHENSION - ORGANIZING INFORMATION
329. Recall a stated sequence from story read aloud. 330. Recall main idea from story read aloud.		
		331. Identify main idea of a paragraph or story read orally or silently.
		334. Select facts to support main ideas.
	337. Recall sequence from stories read silently.	
		338. Determine missing element in a sequence. 339. Arrange sentences into a chronological sequence. 340. Arrange information in order of event either in phrases or sentences.
	341. Summarize stories read silently.	342. Write a summary for a story.
	343. Associate text with picture. 344. Differentiate title from text.	345. Recognize key words in paragraphs.
COMPREHENSION - ANALYZING INFORMATION	COMPREHENSION - ANALYZING INFORMATION	COMPREHENSION - ANALYZING INFORMATION
355. Form conclusions from given facts from material read aloud.	356. Draw logical conclusion from material read.	
357. Select an appropriate title for a story.	357. Select an appropriate title for a story.	358. Suggest an appropriate title for a story.
360. Distinguish between real and imaginary events from stories read aloud.	361. Distinguish between real and imaginary events in stories.	361. Distinguish between real and imaginary events in stories.
363. Relate story content to another event. 364. Draw inferences from pictures.	365. Draw inferences from pictures and other sources.	365. Draw inferences from pictures and other sources.
367. Predict logical story ending.	368. Predict alternate story endings.	369. Compare and contrast alternate story endings.
	371. State feeling or tone of story.	

FOURTH	FIFTH	SIXTH
316. Skim to select and reject materials with a given purpose. T/L	316. Skim to select and reject materials with a given purpose. T/L	316. Skim to select and reject materials with a given purpose. T/L
	317. Skim to locate facts and details. T/L	317. Skim to locate facts and details. T/L
	318. Use the encyclopedia independently. L/T	318. Use the encyclopedia independently. L/T
319. Use a thesaurus to develop and extend vocabulary. T/L		
	320. Locate material by using a cross reference. T/L	320. Locate material by using a cross reference. T/L
		321. Read graphs, charts, diagrams and study guides and outlines.
		322. Use newspapers and magazines as a source for current information.
		323. Define and locate various parts of a newspaper. T/L
		324. Identify types of news stories - informs, advises, entertains. T/L
		325. Identify slanted headlines, those which show emotion. T/L
		326. Recognize and analyze propaganda in news articles and advertising. T/L
		328. Define Newberry Award. T/L
COMPREHENSION - ORGANIZING INFORMATION	COMPREHENSION - ORGANIZING INFORMATION	COMPREHENSION - ORGANIZING INFORMATION
332. Identify main idea of a reading selection.		
	333. State main idea of a paragraph.	333. State main idea of a paragraph.
334. Select facts to support main ideas.	334. Select facts to support main ideas.	334. Select facts to support main ideas.
335. Select topic sentence of a paragraph.	335. Select topic sentence of a paragraph.	
		336. Identify topic sentence.
340. Arrange information in order of event either in phrases or sentences.	340. Arrange information in order of event either in phrases or sentences.	340. Arrange information in order of event either in phrases or sentences.
342. Write a summary for a story.	342. Write a summary for a story.	342. Write a summary for a story.
345. Recognize key words in paragraphs.		
	346. Identify key words in paragraph.	346. Identify key words in paragraph.
347. Write brief notes from paragraphs.		
348. Prepare a brief report. T/L		
349. Write a reference report.	349. Write a reference report.	349. Write a reference report.
350. Identify proper outline form.		
351. Complete outline given proper form and all topics and subtopics. T/L		
	352. Construct a simple outline given main topics. T/L	
		353. Independently construct a simple outline.
	354. Construct a simple bibliography (author, title, page number). T/L	354. Construct a simple bibliography (author, title, page number). T/L
COMPREHENSION - ANALYZING INFORMATION	COMPREHENSION - ANALYZING INFORMATION	COMPREHENSION - ANALYZING INFORMATION
359. Supply title for material read.	359. Supply title for material read.	359. Supply title for material read.
362. Distinguish between fact and opinion.	362. Distinguish between fact and opinion.	362. Distinguish between fact and opinion.
366. Interpret hidden meanings (inferences)	366. Interpret hidden meanings (inferences)	366. Interpret hidden meanings (inferences)
370. Predict possible outcomes for material read.	370. Predict possible outcomes for material read.	370. Predict possible outcomes for material read.

FIRST	SECOND	THIRD
		372. Interpret feeling or tone of story.
		374. Identify meaning of speaker's message.
		375. Discriminate relevant from irrelevant facts.
		376. Demonstrate ability to interpret text through visual imagery.
ORAL READING	ORAL READING	ORAL READING
387. Exhibit good posture and handle a book appropriately.		
388. Read sentences as complete though units.		
389. Observe simple punctuation.		
390. Use correct phrasing (not word by word reading).		
	391. Read without hesitations.	391. Read without hesitations.
	392. Read clearly and distinctly.	392. Read clearly and distinctly.
	393. Read with expression (intonation, inflection, pitch).	393. Read with expression (intonation, inflection, pitch).
		394. Read without substitutions and repetitions.
SILENT READING	SILENT READING	SILENT READING
400. Read silently for a predetermined number of minutes.	400. Read silently for a predetermined number of minutes.	400. Read silently for a predetermined number of minutes.
		401. Adjust reading speed to reflect difficulty of material and purpose of reading.

FOURTH	FIFTH	SIXTH
373. Identify mood of a reading selection.	373. Identify mood of a reading selection.	373. Identify mood of a reading selection.
374. Identify meaning of speaker's message.	374. Identify meaning of speaker's message.	374. Identify meaning of speaker's message.
375. Discriminate relevant from irrelevant facts.	375. Discriminate relevant from irrelevant facts.	375. Discriminate relevant from irrelevant facts.
376. Demonstrate ability to interpret text through visual imagery.	376. Demonstrate ability to interpret text through visual imagery.	376. Demonstrate ability to interpret text through visual imagery.
377. Interpret descriptive words and phrases.	377. Interpret descriptive words and phrases.	377. Interpret descriptive words and phrases.
378. Identify character traits and feelings.	378. Identify character traits and feelings.	378. Identify character traits and feelings.
379. Interpret character traits and feelings.	379. Interpret character traits and feelings.	379. Interpret character traits and feelings.
380. Identify author's purpose.	380. Identify author's purpose.	380. Identify author's purpose.
381. Draw conclusions.	381. Draw conclusions.	381. Draw conclusions.
382. Verify information.	382. Verify information.	382. Verify information.
383. Relate material read to known information and experience.	383. Relate material read to known information and experience.	383. Relate material read to known information and experience.
384. Choose a correct word to form analogies from a given list.		
	385. Supply word that correctly completes an analogy (recognize relationships).	
		386. Create analogy when given one word pair.
ORAL READING	ORAL READING	ORAL READING
92. Read clearly and distinctly.	392. Read clearly and distinctly.	392. Read clearly and distinctly.
95. Read with limited number of substitutions, insertions, hesitations, repetitions, omissions.		
96. Discriminate and observe punctuation marks: italics, quotation marks, parentheses, exclamation marks, possessives.	396. Discriminate and observe punctuation marks: italics, quotation marks, parentheses, exclamation marks, possessives.	396. Discriminate and observe punctuation marks: italics, quotation marks, parentheses, exclamation marks, possessives.
97. Read without constantly looking at material.	397. Read without constantly looking at material.	397. Read without constantly looking at material.
98. Read with understanding and expression.	398. Read with understanding and expression.	398. Read with understanding and expression.
		399. Read with correct phrasing.
SILENT READING	SILENT READING	SILENT READING
00. Read silently for a predetermined number of minutes.	400. Read silently for a predetermined number of minutes.	400. Read silently for a predetermined number of minutes.
01. Adjust reading speed to reflect difficulty of material and purpose of reading.	401. Adjust reading speed to reflect difficulty of material and purpose of reading.	401. Adjust reading speed to reflect difficulty of material and purpose of reading.

ELEMENTARY COMMUNICATION ARTS SKILLS LIST

SCHOOL DISTRICT OF LANCASTER

LISTENING

LEVEL 1 - 1

1. Listen for auditory discrimination.
2. Listen for directions and specific information.
3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L
6. Draw conclusions.

ORAL EXPRESSION

12. Speak clearly and enunciate properly in an appropriate voice level.
13. Expand oral vocabulary.
14. Formulate complete sentences.
15. Use narrative expression.
16. Tell a story in sequence.
17. Use expository expression.
18. Distinguish between words that mean one and words that mean more than one.
19. Use appropriate language.

HANDWRITING

34. Identify letter forms through use of visual, auditory, tactile, and/or kinesthetic techniques.
35. Associate manuscript letter forms with names.
36. Associate upper-case letters with lower-case form of letters.
37. Perceive and estimate spatial relationships, size, alignment, and shape.
38. Write all upper-case letters and lower-case letters in manuscript.
39. Reproduce from memory all letters of the alphabet.

PHONICS AND STRUCTURAL ANALYSIS

54. Discriminate between rhyming and non-rhyming words.
55. Produce an oral rhyming word pattern.
58. Discriminate among initial consonant sounds.
60. Identify and differentiate between a vowel and a consonant.

61. Recognize and identify a consonant sound with its corresponding symbol.

62. Discriminate between final consonant sounds at the auditory level.

63. Recognize and identify final consonant sounds.

65. Develop auditory discrimination between consonants in medial position.

68. Aurally discriminate between long vowel sounds.

69. Recognize long vowel sounds.

72. Aurally discriminate between short vowel sounds.

73. Recognize short vowel sounds.

76. Discriminate between long and short vowel sounds.

77. Recognize short and long vowel sounds in these patterns: medial short vowels in words, vowel and e pattern, double vowel pattern.

78. Recognize y as a vowel when it appears at the end of a one-syllable word.

82. Listen and tell the number of syllables in a word.

89. Recognize consonant blends and consonant diagraphs.

92. Identify initial and final consonant diagraphs (sh, wh, th, ch).

95. Recognize compound words.

WRITTEN EXPRESSION

169. Complete a sentence.

170. Recognize that a sentence begins with a capital letter and ends with a period or question mark.

171. Write a complete simple sentence.

174. Recognize naming words.

180. Recognize action words.

214. Recognize correct use of capital letters: names of people, months, holidays, days of the week, I.

DICTIONARY

228. Say alphabet in order.

229. Alphabetize letters.

230. Alphabetize by first letter using alphabet chart.

235. Use pictionaries. T/L

VOCABULARY - WORD RECOGNITION AND WORD MEANING

255. Read a word by associating it with the object.

256. Distinguish among words that have similar spellings.

257. Dictate stories from experience.

259. Read dictated stories.

261. Establish sight vocabulary from reading dictated stories.

262. Identify color words and number words.

264. Identify in various settings words used in pre-primers and primers.

265. Recite Grade 1 Kucera-Francis sight words.

268. Match orally antonyms.

269. Match orally synonyms.

272. Match orally words to categories.

274. Use the context to identify new words.

COMPREHENSION - LOCATING INFORMATION

292. Recall names of characters from stories read aloud.

293. Recognize details from pictures.

294. Recall important details from stories read aloud.

296. Recognize the function of the library/media center. L/T

297. Recognize filmstrips and other nonprint formats as sources for stories and information. L/T

298. Identify five basic library terms: librarian/media specialist, library/media center, book card, book pockets, and date due slip. L/T

299. Sign out library books properly. L/T

COMPREHENSION - ORGANIZING INFORMATION

329. Recall a stated sequence from story read aloud.

330. Recall main idea from story read aloud.

COMPREHENSION - ANALYZING INFORMATION

355. Form conclusions from given facts from material read aloud.

357. Select an appropriate title for a story.

360. Distinguish between real and imaginary events from stories read aloud.

363. Relate story content to another event.

364. Draw inferences from pictures.

367. Predict logical story ending.

ORAL READING

387. Exhibit good posture and handle a book appropriately.

388. Read sentences as complete thought units.

389. Observe simple punctuation.

390. Use correct phrasing (not word by word reading).

SILENT READING

400. Read silently for a predetermined number of minutes.

LISTENING

2. Listen for directions and specific information.

3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L

4. Listen while others are speaking.

5. Recall specific information from an oral presentation.

6. Draw conclusions.
9. Identify main idea of an oral presentation.

ORAL EXPRESSION

12. Speak clearly and enunciate properly in an appropriate voice level.

20. Communicate ideas orally in proper sentence form.

21. Recognize use of possessives.

22. Identify the main idea of an oral expression.

HANDWRITING

40. Form upper and lower-case manuscript letters correctly and legibly.

41. Place manuscript letters correctly according to position, size, form of letter, spacing, and alignment.

PHONICS AND STRUCTURAL ANALYSIS

56. Form rhyming words by substituting appropriate initial consonants or blends.

59. Use initial consonant sounds.

60. Identify and differentiate between a vowel and a consonant.

64. Use final consonant sounds.

66. Recognize and identify medial consonant sounds.

70. Identify long vowel sounds.

74. Identify short vowel sounds.

79. Identify _y_ as a vowel at the end of a word.

83. Identify the number of syllables in a word by recognizing numbers of vowel sounds.

87. Recognize double identical consonants as a clue for syllabication.

88. Divide double identical consonant syllables.

90. Identify and use initial letter consonant blends.

96. Identify a compound word.

98. Recognize the two sounds of c, s, g.

100. Recognize the r-controlled vowel sounds - (ar, er, ir, or,ur).

103. Recognize variant vowel sounds (oo, oi, oy, ow, ou, aw, au, al).

105. Recognize silent letter combinations (kn, wr, mb,lf, gn, gh).

109. Recognize and identify plurals (s, es).

113. Recognize and identify contractions using not.

115. Form contractions using not.

117. Recognize and identify root words and word ending (s, ed, ing, er).

118. Use root words and word endings (s, ed, ing, er).

131. Recognize antonyms.

133. Recognize synonyms.

135. Recognize homonyms.

WRITTEN EXPRESSION

172. Write a telling sentence.

173. Write an asking sentence.

175. Identify naming words (nouns).

178. Use I, he, she, it, we, you, they in sentences as noun substitutes.

181. Identify action words (verbs).

186. Recognize descriptive words (adjectives).

188. Arrange given sentences in sequence to make a story.

189. Write a short story or short poem.

204. Recognize the three main parts of a letter (greeting, body, signature).

215. Expand the use of capital letters from previous levels to the first word in a sentence; names of pets; abbreviations Mr., Mrs., Miss, Ms., Dr.; names of cities and states; names of schools.

220. Recognize the function of the exclamation point.

LISTENING

2. Listen for directions and specific information.

3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L

5. Recall specific information from an oral presentation.

6. Draw conclusions.
9. Identify main idea of an oral presentation.

ORAL EXPRESSION

12. Speak clearly and enunciate properly in an appropriate voice level.

20. Communicate ideas orally in proper sentence form.

22. Identify the main idea of an oral expression.

23. Avoid the use of double negatives in conversation.

24. Use the telephone properly.

30. Use the following words correctly: can/may, got/get/have, learn/teach.

HANDWRITING

42. Identify cursive letter forms through use of visual, auditory, tactile, and/or kinesthetic techniques.

43. Associate cursive letter forms with names.

44. Associate manuscript with corresponding cursive letter forms.

45. Match corresponding upper-case and lower-case cursive letter forms.

46. Refine alignment, size, shape, space, and position for manuscript.

47. Write correctly and legibly in cursive writing: individual letters, letter conbinations, and simple words. NOTE: Transition from manuscript to cursive is made in Grade 3.

PHONICS AND STRUCTURAL ANALYSIS

57. Verbalize and write rhyming words.

67. Use initial, final, medial consonant sounds.

71. Identify and use long vowel sounds.

75. Identify and use short vowel sounds.

80. Use y as a vowel at the end of a word.

81. Identify the sounds of a y when preceded by a consonant.

84. Apply rules of syllabication - double identical consonants, double consonants, compounds.

91. Identify three letter initial consonant blends.

93. Use two and three letter consonant blends.

94. Use initial, medial, and final consonant diagraphs.

97. Form compound words.

99. Use the two sounds of c, g, s.

101. Identify the r controlled vowel sounds (ar, or, er, ir, ur).

102. Use the r controlled vowel sounds (ar, or, ir, er, ur).

104. Give the sounds represented by the variant vowels : ew, oi, oy, $\overline{\text{oo}}$, $\breve{\text{oo}}$, ou, ow, au, aw, al.

106. Recognize consonant combinations in which one letter is silent: kn, mb, wr, gn, gh-ghost, gh-might.

107. Identify and use silent consonants: b, l, g, h, kn, wr, gn.

108. Recognize the variant sounds of ph (f), ough (f) ng, nk.

110. Form plurals - s, es, ies.

114. Identify contractions with the following as second words: is, are, have, not, us, would, will.

116. Form contractions with the following as second words: is, are, have, not, us, would, will.

119. Recognize and write root words and affixes: un, re, es, est, y, ly, s, ed, ing, er.

124. Recognize suffixes or/er for comparison and est.

132. Identify and use antonyms.

134. Identify and use synonyms.

136. Identify and use homonyms.

WRITTEN EXPRESSION

176. Identify a naming word as a noun in a sentence.

177. Identify common and proper nouns.

179. Identify the antecedents for the pronouns I, he, she, we, you, they, it.

182. Identify the action word as a verb in a sentence.

183. Form the past tense of run, see, eat, go, and do.

184. Recognize the use of specific verb forms with an auxiliary.

185. Use noun/verb agreement in writing sentences.

187. Identify and use descriptive words (adjectives).
189. Write a short story or short poem.
190. Choose an appropriate title for a story.

193. Choose the main idea of a paragraph.

195. Construct a short paragraph from given sentences using correct form.

198. Arrange sequential order of sentences in a paragraph.

205. Recognize the five parts of a letter.

206. Organize a friendly letter into proper form from given letter parts.

207. Write a friendly letter.

216. Use rules of capitalization from previous levels, plus: titles of books; names of streets, avenues, and roads; the words in the greeting of a letter; the first word in the closing of a letter.

221. Recognize the use of the apostrophe to show possession.

DICTIONARY

232. Alphabetize words according to the third letter.

237. Recognize uses of a dictionary. T/L

238. Recognize the function of guide words.

239. Locate the proper pronunciation and meaning of a word.

241. Use the phonetic spelling to pronounce an entry word.

245. Use the abbreviation key.

VOCABULARY - WORD RECOGNITION AND WORD MEANING

258. Write own "language experience" stories.

267. Pronounce all Kucera-Francis sight words.

273. Classify words according to categories.

274. Use the context to identify new words.

278. Identify words with multiple meanings.

280. Recognize descriptive words from within the text.

SPELLING

288. Apply phonetic skills to spell new words.

289. Apply word study skills and spelling rules to spell new words.

COMPREHENSION - LOCATING INFORMATION

295. Recall material read aloud.

301. Locate fiction books. L/T

304. Name and define all parts of a book, including glossary and title page. T/L

306. Identify speaker.

307. Identify speaker's message.

308. Follow printed directions.

COMPREHENSION - ORGANIZING INFORMATION

331. Identify main idea of a paragraph or story read orally or silently.

334. Select facts to support main ideas.

338. Determine missing element in a sequence.

339. Arrange sentences into a chronological sequence.

340. Arrange information in order of event either in phrases or sentences.

342. Write a summary for a story.

345. Recognize key words in paragraphs.

COMPREHENSION - ANALYZING INFORMATION

358. Suggest an appropriate title for a story.

361. Distinguish between real and imaginary events in stories.

365. Draw inferences from pictures and other sources.

369. Compare and contrast alternate story endings.

372. Interpret feeling or tone of story.

374. Identify meaning of speaker's message.

375. Discriminate relevant from irrelevant facts.

376. Demonstrate ability to interpret text through visual imagery.

ORAL READING

391. Read without hesitations.

392. Read clearly and distinctly.

393. Read with expression (intonation, inflection, pitch).

394. Read without substitutions and repetitions.

SILENT READING

400. Read silently for a predetermined number of minutes.

401. Adjust reading speed to reflect difficulty of material and purpose of reading.

LISTENING

2. Listen for directions and specific information.
3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L
6. Draw conclusions.
7. Distinguish types of sentences by inflection.
8. Listen to evaluate content.
9. Identify main idea in an oral presentation.

ORAL EXPRESSION

12. Speak clearly and enunciate properly in an appropriate voice level.
22. Identify the main idea of an oral expression.
23. Avoid the use of double negatives in conversation.
25. Tell a story.
26. Participate in a group discussion.
27. Speak in rehearsed situations.
28. Keep to the subject.
29. Express thoughts clearly.
31. Use the following words correctly: can/may, got/get/have, learn/teach, let/leave, don't/doesn't.

HANDWRITING

48. Write with uniform slant, form, and spacing.
49. Write individual cursive letters, letter combinations, words, and sentences.
50. Write by sitting in proper position with pencil and paper in proper position.
51. Write with ease and speed.
52. Keep neat margins.
53. Use manuscript form in project work such as map skills and charts.

PHONICS AND STRUCTURAL ANALYSIS

85. Identify ed as a syllable when added to root words ending in d or t.
111. Form plurals of words that follow set patterns.

112. Form irregular plurals of commonly used nouns, such as: tooth/teeth, foot/feet, ox/oxen, child/children, goose/geese, deer/deer.

120. Add the suffixes s, es, ed, ing to words.

123. Identify common suffixes affixed to words: ful, ish, less, ly, ness, y.

125. Use suffixes or/er as doer, er for comparison, and est.

126. Identify common prefixes and their meanings when affixed to root words: dis, in, re, un, pre.

STRUCTURE OF THE LANGUAGE

137. Recognize subject noun in a sentence.

139. Recognize object noun in a sentence.

142. Recognize subject pronouns.

147. Recognize verbs of being - am, is, are, was, were - as helping verbs.

148. Recognize the use of a form of to have as an auxiliary with past participles such as: seen, done, gone, run, written, taken, given, come, eaten, known, begun.

156. Identify possessive forms of singular nouns.

159. Recognize a describing word before a noun as an adjective.

161. Identify ly adverbs that answer the question how.

166. Recognize command or request as a type of sentence.

WRITTEN EXPRESSION

185. Use noun/verb agreement in writing sentences.

191. Write a narrative using a choice of story starters.

192. Write poems in a variety of forms, e.g., haiku, limerick, cinquain, tanka, and ballad as well as in creative free verse forms.

194. Identify topic sentence of a paragraph.

196. Construct a paragraph from given sentences, using correct form.

197. Arrange several sentences in sequential order.

200. Recognize sentences that do not belong in a paragraph.

207. Write a friendly letter.

208. Use proper form for addressing an envelope.

210. Distinguish between a sentence and a non-sentence (fragment).

211. Rewrite non-sentences (fragments) into sentences.

212. Identify run-on sentences.

213. Rewrite run-on sentences.

217. Apply rules of capitalization from previous levels plus the following: first word in a line of poetry, first word of a speaker in written conversation, titles of poems and stories, initials, names of languages and people of a country, names of buildings, names of companies and stores.

222. Use the following punctuation properly in a sentence: commas in dates, addresses, and series; ending punctuation for types of sentences; apostrophes for contractions; periods for abbreviations.

224. Use quotation marks properly when indicating speaker at the beginning or the end of the sentence.

226. Apply rules of correct word usage in all written work.

227. Proofread and correct errors in written work.

DICTIONARY

233. Select shorter of two words to be first in list for alphabetizing, e.g., hand, handy; for, fore.

234. Arrange words in alphabetical order to the third letter and beyond.

240. Use pronunciation key.

242. Differentiate between entry and non-entry words.

243. Estimate location of a word in the dictionary.

244. Use guide words to locate entries in dictionaries. T/L

246. Use a dictionary to find meanings of given entry words.

247. Use dictionary to divide words into syllables.

248. Identify accented syllable.

249. Use a dictionary to locate plurals of words that do not follow set patterns.

251. Use a dictionary to identify parts of speech of entry words (noun, verb, pronoun).

254. Locate information about important persons, places, and historical events in dictionaries. T/L (Teacher tested using classroom dictionaries.)

VOCABULARY - WORD RECOGNITION AND WORD MEANING

270. Use homonyms, synonyms, and antonyms.

273. Classify words according to categories.

274. Use the context to identify new words.

279. Distinguish multiple meanings of a given word.

281. Develop vocabulary through a list of words formulated from reading selections.

SPELLING

289. Apply word study skills and spelling rules to spell new words.

290. Spell words correctly from assigned lists.

291. Spell words correctly in written work after proofreading and applying study skills.

COMPREHENSION - LOCATING INFORMATION

302. Locate fiction and nonfiction books in library through call number. L/T

305. Locate information through recognizing and using parts of a book including table of contents, page number, titles, index, glossary, and copyright.

308. Follow printed directions.

309. Use guide words to locate entries in a variety of reference books. T/L

310. Identify the unique organization of a telephone directory.

312. Locate information on any topic in any encyclopedia. L/T

314. Use the card catalog in locating call number of a book. L/T

316. Skim to select and reject materials with a given purpose. T/L

319. Use a thesaurus to develop and extend vocabulary. T/L

COMPREHENSION - ORGANIZATING INFORMATION

332. Identify main idea of a reading selection.

334. Select facts to support main ideas.

335. Select topic sentence of a paragraph.

340. Arrange information in order of event either in phrases or sentences.

342. Write a summary for a story.

345. Recognize key words in paragraphs.

347. Write brief notes from paragraphs.

348. Prepare a brief report. T/L

349. Write a reference report.

350. Identify proper outline form.

351. Complete outline given proper form and all topics and subtopics. T/L

COMPREHENSION - ANALYZING INFORMATION

359. Supply title for material read.

362. Distinguish between fact and opinion.

366. Interpret hidden meanings (inferences).

370. Predict possible outcomes for material read.

373. Identify mood of a reading selection.

374. Identify meaning of speaker's message.

375. Discriminate relevant from irrelevant facts.

376. Demonstrate ability to interpret text through visual imagery.

377. Interpret descriptive words and phrases.

378. Identify character traits and feelings.

379. Interpret character traits and feelings.

380. Identify author's purpose.

381. Draw conclusions.

382. Verify information.

383. Relate material read to known information and experience.

384. Choose a correct word to form analogies from a given list.

ORAL READING

392. Read clearly and distinctly.

395. Read with limited number of substitutions, insertions, hesitations, repetitions, omissions.

396. Discriminate and observe punctuation marks: italics, quotation marks, parentheses, exclamation marks, possessives.

397. Read without constantly looking at material.

398. Read with understanding and expression.

SILENT READING

400. Read silently for a predetermined number of minutes.

401. Adjust reading speed to reflect difficulty of material and purpose of reading.

LISTENING

2. Listen for directions and specific information.

3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L

6. Draw conclusions.

7. Distinguish types of sentences by inflection.

8. Listen to evaluate content.

9. Identify main idea in an oral presentation.

10. Draw inferences while listening.

11. Summarize material of two or more paragraphs in correct sequence.

ORAL EXPRESSION

12. Speak clearly and enunciate properly in an appropriate voice level.

22. Identify main idea of an oral expression.

23. Avoid the use of double negatives in conversation.

25. Tell a story.

26. Participate in a group discussion.

27. Speak in rehearsed situations.

28. Keep to the subject.

29. Express thoughts clearly.

32. Use the following words correctly: may/can, got/get/have, learn/teach, let/leave, don't/doesn't, good/well, those/these/them.

HANDWRITING

48. Write with uniform slant, form, and spacing.

49. Write individual cursive letters, letter combinations, words, and sentences.

50. Write by sitting in proper position with pencil and paper in proper position.

51. Write with ease and speed.

52. Keep neat margins.

53. Use manuscript form in project work such as map skills and charts.

PHONICS AND STRUCTURAL ANALYSIS

86. Identify prefixes and suffixes as generally forming separate syllables.

111. Form plurals of words that follow set patterns.

121. Add the suffixes s, ed, ing, ness, ment, able to words.

127. Define the following prefixes and combining forms: non, mis, pre, im, de, ex, sub, super.

128. Isolate the components (prefixes, roots, suffixes) of affixed words.

STRUCTURE OF THE LANGUAGE

138. Identify subject nouns in a sentence.

140. Identify predicate nouns and direct object nouns.

143. Recognize subject, object, and possessive pronouns.

144. Use subject and object pronouns correctly.

146. Identify action verb in a sentence.

149. Identify a verb that contains an action word and an auxiliary word.

150. Identify verbs of being as auxiliary verbs or linking verbs.

151. Identify sense verbs such as taste, feel, look, and smell as linking verbs.

154. Identify compound subject and compound verb.

157. Construct singular possessives and plural possessives of nouns where plurals end in an s.

160. Identify adjectives and predicate adjectives.

162. Identify adverbs that answer the questions: How? or When?

167. Recognize names of types of sentences: declarative, interrogative, exclamatory, imperative.

WRITTEN EXPRESSION

191. Write a narrative using a choice of story starters.

192. Write poems in a variety of forms, e.g., haiku, limerick, cinquain, tanka, and ballad as well as in creative free verse forms.

199. Arrange sentences in proper paragraph form.

200. Recognize sentences that do not belong in a paragraph.

201. Write a group of sentences keeping to the subject.

202. Independently construct a paragraph.

207. Write a friendly letter.

208. Use proper form for addressing an envelope.

209. Compose declarative, interrogative, imperative and exclamatory sentences.

210. Distinguish between a sentence and a non-sentence (fragment).

211. Rewrite non-sentences (fragments) into sentences.

212. Identify run-on sentences.

213. Rewrite run-on sentences.

218. Apply rules of capitalization from previous levels plus titles of newspapers; words such as Mother, Father when used as names; words such as Aunt, Cousin when used before names; names of mountains, lakes, rivers; special groups of people; and proper adjectives.

223. Use the following punctuation properly in sentences: ending puncauation (period, question mark, exclamation point); commas in a series, direct address, certain introductory words; apostrophes in contractions and to show possession; quotation marks when indicating a speaker at the beginning or end of a sentence.

226. Apply rules of correct word usage in all written work.

227. Proofread and correct errors in written work.

DICTIONARY

234. Arrange words in alphabetical order to the third letter and beyond.

244. Use guide words to locate entries in dictionaries. T/L

246. Use a dictionary to find meanings of given entry words.

247. Use dictionary to divide words into syllables.

248. Identify accented syllable.

249. Use a dictionary to locate plurals of words that do not follow set patterns.

250. Use dictionary to locate roots of words containing affixes.

252. Use a dictionary to identify parts of speech of entry words (noun, verb, pronoun, adjective, adverb).

254. Locate information about important persons, places, and historical events in dictionaries. T/L (Teacher tests, using classroom dictionaries.

VOCABULARY - WORD RECOGNITION AND WORD MEANING

271. Recognize and use homonyms, synonyms, and antonyms.

273. Classify words according to categories.

274. Use the context to identify new words.

279. Distinguish multiple meanings of a given word.

281. Develop vocabulary through a list of words fromulated from reading selections.

SPELLING

289. Apply word study skills and spelling rules to spell new words.

290. Spell words correctly from assigned lists.

291. Spell words correctly in written work after proofreading and applying study skills.

COMPREHENSION - LOCATING INFORMATION

302. Locate fiction and nonfiction books in library through call number. L/T

305. Locate information through recognizing and using parts of a book including table of contents, page number, titles, index, glossary, and copyright.

308. Follow printed directions.

309. Use guide words to locate entries in a variety of reference books. T/L

310. Identify the unique organization of a telephone directory.

313. Use a specialized reference book to locate information. L/T

314. Use the card catalog in locating call number of a book. L/T

315. Locate author, subject, and title cards in card catalog. L/T

316. Skim to select and reject materials with a given purpose. T/L

317. Skim to locate facts and details. T/L

318. Use the encyclopedia independently. L/T

320. Locate materials by using a cross reference. T/L

COMPREHENSION - ORGANIZING INFORMATION

333. State main idea of a paragraph.

334. Select facts to support main ideas.

335. Select topic sentence of a paragraph.

340. Arrange information in order of event either in phrases or sentences.

342. Write a summary for a story.

346. Identify key words in paragraph.

349. Write a reference report.

352. Construct a simple outline given main topics. T/L

354. Construct a simple bibliography (author, title, page number). T/L

COMPREHENSION - ANALYZING INFORMATION

359. Supply title for material read.

362. Distingusih between fact and opinion.

366. Interpret hidden meanings (inferences).

370. Predict possible outcomes for material read.

373. Identify mood of a reading selection.

374. Identify meaning of speaker's message.

375. Discriminate relevant from irrelevant facts.

376. Demonstrate ability to interpret text through visual imagery.

377. Interpret descriptive words and phrases.

378. Identify character traits and feelings.

379. Interpret character traits and feelings.

380. Identify author's purpose.

381. Draw conclusions.

382. Verify information.

383. Relate material read to known information and experience.

385. Supply word that correctly completes an analogy (recognize relationships).

ORAL READING

392. Read clearly and distinctly.

396. Discriminate and observe punctuation marks: italics, quotation marks, parentheses, exclamation marks, possessives.

397. Read without constantly looking at material.

398. Read with understanding and expression.

SILENT READING

400. Read silently for a predetermined number of minutes.

401. Adjust reading speed to reflect difficulty of material and purpose of reading.

LISTENING

2. Listen for directions and specific information.

3. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L

6. Draw conclusions.

7. Distinguish types of sentences by inflection.

8. Listen to evaluate content.

9. Identify main idea in an oral expression.

10. Draw inferences while listening.

11. Summarize material of two or more paragraphs in correct sequence.

ORAL EXPRESSION

12. Speak clearly and enunciate properly in an appropriate voice level.

22. Identify the main idea of an oral presentation.

23. Avoid the use of double negatives in conversation.

25. Tell a story.

26. Participate in a group discussion.

27. Speak in rehearsed situations.

28. Keep to the subject.

29. Express thoughts clearly.

32. Use the following words correctly: may/can, got/get/have, learn/teach, let/leave, don't/doesn't, good/well, those/these/them.

33. Use proper verb tense forms with subjects.

HANDWRITING

48. Write with uniform slant, form, and spacing.

49. Write individual cursive letters, letter combinations, words, and sentences.

50. Write by sitting in proper position with pencil and paper in proper position.

51. Write with ease and speed.

52. Keep neat margins.

53. Use manuscript form in project work such as map skills and charts.

PHONICS AND STRUCTURAL ANALYSIS

122. Add the suffixes s, es, ed, and ing to words that double the final consonant before adding the suffix.

128. Isolate the components (prefixes, roots, suffixes) of affixed words.

129. Define the following prefixes and combining forms: fore, ante, post, trans, anti, semi, micro, inter, mini, intra.

130. Divide a word into syllables independently.

STRUCTURE OF THE LANGUAGE

140. Identify predicate nouns and direct object nouns.

141. Identify nouns as subject or direct object in a sentence.

145. Use pronouns as subjects and objects.

149. Identify a verb that contains an action word and an auxiliary word.

150. Identify verbs of being as auxiliary verbs or linking verbs.

151. Identify sense verbs such as taste, feel, look, and smell as linking verbs.

152. Identify verbs in a sentence.

153. Identify principal parts of irregular verbs.

154. Identify compound subject and compound verb.

155. Construct sentences which show noun-verb agreement.

158. Construct singular and plural possessives.

160. Identify adjectives and predicate adjectives.

163. Identify adverbs that answer the questions: How? When? or Where?

164. Identify common prepositions.

165. Identify a noun as the object of a preposition.

168. Label the four types of sentences.

WRITTEN EXPRESSION

191. Write a narrative using a choice of story starters.

192. Write poems in a variety of forms, e.g., haiku, limerick, cinquain, tanka, and ballad as well as in creative free verse forms.

199. Arrange sentences in proper paragraph form.

200. Recognize sentences that do not belong in a paragraph.

201. Write a group of sentences keeping to the subject.

202. Independently construct a paragraph.

203. Write a coherent, unified paragraph.

207. Write a friendly letter.

208. Use proper form for addressing an envelope.

209. Compose declarative, interrogative, imperative, and exclamatory sentences.

210. Distinguish between a sentence and a non-sentence (fragment).

211. Rewrite non-sentences (fragments) into sentences.

212. Identify run-on sentences.

213. Rewrite run-on sentences.

219. Apply rules of capitalization from previous levels plus titles of songs, reports; names of countries, continents; names of churches, religious denominations, sacred names; names of regions; names of documents, trade names; the first word of a mainhead and subhead in an outline and to set off each subhead.

225. Use quotation marks properly when indicating speaker in a split quotation.

226. Apply rules of correct word usage in all written work.

227. Proofread and correct errors in written work.

DICTIONARY

234. Arrange words in alphabetical order to the third letter and beyond.

244. Use guide words to locate entries in dictionaries. T/L

246. Use a dictionary to find meanings of given entry words.

247. Use dictionary to divide words into syllables.

248. Identify accented syllable.

249. Use a dictionary to locate plurals of words that do not follow set patterns.

250. Use dictionary to locate roots of words containing affixes.

252. Use a dictionary to identify parts of speech of entry words (noun, verb, pronoun, adjective, adverb).

253. Observe word origins of entry words.

254. Locate information about important persons, places, and historical events in dictionaries. T/L (Teacher tested using classroom dictionaries.)

VOCABULARY - WORD RECOGNITION AND WORD MEANING

274. Use the context to identify new words.

279. Distinguish multiple meanings of a given word.

281. Develop vocabulary through a list of words formulated from reading selections.

282. Recognize idiomatic expressions.

283. Identify metaphors.

284. Identify similies.

285. Interpret meaning of coined words and expressions.

SPELLING

289. Apply word study skills and spelling rules to spell new words.

290. Spell words correctly from assigned lists.

291. Spell words correctly in written work after proofreading and applying study skills.

COMPREHENSION - LOCATING INFORMATION

302. Locate fiction and nonfiction books in library through call number. L/T

308. Follow printed directions.

309. Use guide words to locate entries in a variety of reference books. T/L

311. Locate types of information in a telephone directory.

313. Use a specialized reference book to locate information. L/T

314. Use the card catalog in locating call number of a book. L/T

315. Locate author, subject, and title cards in card catalog. L/T

316. Skim to select and reject materials with a given purpose. T/L

317. Skim to locate facts and details. T/L

318. Use the encyclopedia independently. L/T

320. Locate material by using a cross reference. T/L

321. Read graphs, charts, diagrams, and study guides and outlines.

322. Use newspapers and magazines as a source for current information.

323. Define and locate various parts of a newspaper. T/L

324. Identify types of news stories - informs, advises, entertains. T/L

325. Identify slanted headlines, those which show emotion. T/L

326. Recognize and analyze propaganda in news articles and advertising. T/L

328. Define Newberry Award. T/L

COMPREHENSION - ORGANIZING INFORMATION

333. State main idea of a paragraph.

334. Select facts to support main ideas.

336. Identify topic sentence.

340. Arrange information in order of event either in phrases or sentences.

342. Write a summary for a story.

346. Identify key words in paragraph.

349. Write a reference report.

353. Independently construct a simple outline.

354. Construct a simple bibliography (author, title, page number). T/L

COMPREHENSION - ANALYZING INFORMATION

359. Supply title for material read.

362. Distinguish between fact and opinion.

366. Interpret hidden meanings (inferences).

370. Predict possible outcomes for material read.

373. Identify mood of a reading selection.

374. Identify meaning of speaker's message.

375. Discriminate relevant from irrelevant facts.

376. Demonstrate ability to interpret text through visual imagery.

377. Interpret descriptive words and phrases.

378. Identify character traits and feelings.

379. Interpret character traits and feelings.

254. Locate information about important persons, places, and historical events in dictionaries. T/L (Teacher tested using classroom dictionaries.)

VOCABULARY - WORD RECOGNITION AND WORD MEANING

274. Use the context to identify new words.

279. Distinguish multiple meanings of a given word.

281. Develop vocabulary through a list of words formulated from reading selections.

282. Recognize idiomatic expressions.

283. Identify metaphors.

284. Identify similies.

285. Interpret meaning of coined words and expressions.

SPELLING

289. Apply word study skills and spelling rules to spell new words.

290. Spell words correctly from assigned lists.

291. Spell words correctly in written work after proofreading and applying study skills.

COMPREHENSION - LOCATING INFORMATION

302. Locate fiction and nonfiction books in library through call number. L/T

308. Follow printed directions.

309. Use guide words to locate entries in a variety of reference books. T/L

311. Locate types of information in a telephone directory.

313. Use a specialized reference book to locate information. L/T

314. Use the card catalog in locating call number of a book. L/T

315. Locate author, subject, and title cards in card catalog. L/T

316. Skim to select and reject materials with a given purpose. T/L

317. Skim to locate facts and details. T/L

318. Use the encyclopedia independently. L/T

320. Locate material by using a cross reference. T/L

321. Read graphs, charts, diagrams, and study guides and outlines.

322. Use newspapers and magazines as a source for current information.

323. Define and locate various parts of a newspaper. T/L

324. Identify types of news stories - informs, advises, entertains. T/L

325. Identify slanted headlines, those which show emotion. T/L

326. Recognize and analyze propaganda in news articles and advertising. T/L

328. Define Newberry Award. T/L

COMPREHENSION - ORGANIZING INFORMATION

333. State main idea of a paragraph.

334. Select facts to support main ideas.

336. Identify topic sentence.

340. Arrange information in order of event either in phrases or sentences.

342. Write a summary for a story.

346. Identify key words in paragraph.

349. Write a reference report.

353. Independently construct a simple outline.

354. Construct a simple bibliography (author, title, page number). T/L

COMPREHENSION - ANALYZING INFORMATION

359. Supply title for material read.

362. Distinguish between fact and opinion.

366. Interpret hidden meanings (inferences).

370. Predict possible outcomes for material read.

373. Identify mood of a reading selection.

374. Identify meaning of speaker's message.

375. Discriminate relevant from irrelevant facts.

376. Demonstrate ability to interpret text through visual imagery.

377. Interpret descriptive words and phrases.

378. Identify character traits and feelings.

379. Interpret character traits and feelings.

380. Identify author's purpose.

381. Draw conclusions.

382. Verify information.

383. Relate material read to known information and experience.

386. Create analogy when given one word pair.

ORAL READING

392. Read clearly and distinctly.

396. Discriminate and observe punctuation marks: italics, quotation marks, parentheses, exclamation marks, possessives.

397. Read without constantly looking at material.

398. Read with understanding and expression.

399. Read with correct phrasing.

SILENT READING

400. Read silently for a predetermined number of minutes.

401. Adjust reading speed to reflect difficulty of material and purpose of reading.

CROSS REFERENCE

SCHOOL DISTRICT OF LANCASTER
225 WEST ORANGE STREET
LANCASTER, PENNSYLVANIA 17604

To the reviewer:

The cross-reference included here is a sample of one grade for one of three reading programs. Each teacher's notebook includes a cross-reference for all grades for the basal used in his or her building. (We have a tri-basal reading program to accommodate the socio-ethnic-economic populations of our schools.)

Approximately 85% of the skills for each level are cross-referenced to the Activity Guide, the reading program, and the language arts textbook. Certain oral expression, comprehension, spelling, and handwriting skills are not cross-referenced, as other resources are available to teach these skills.

"Equal Education Opportunities"

CORRECT USAGE

	Yellow	Purple	Red	Blue	Orange	Green
Give, Gave	28-29	54-55				
Give, Given			171-173	28-29	32-34	
Did, Done	74-75	116-117	32-33	30-31	32-34	
Saw, Seen	40-41	18-19	32-33	30-31	32-34	
Came, Come	42-43	96-97	106-108	32-33	32-34	
Ate, Eaten			104-105	28-29	32-34	
Ran, Run			34-35	32-33	32-34	
Went, Gone			106-108	32-33	32-34	
Wrote, Written					35-37	197-199
Took, Taken					32-34	194-196
Knew, Known					326-328	194-196
Threw, Thrown					326-328	194-196
Began, Begun					326-328	197-199
Grew, Grown					326-328	194-196
Wore, Worn					329-330	194-196
Tore, Torn					329-330	194-196
Let, Leave					331-332	43-44
Sit, Sat, Set					333-335	77-79
Drove, Driven					35-37	197-199
Broke, Broken					35-37	197-199
Rang, Rung					35-37	197-199
Drank, Drunk					35-37	197-199
Sang, Sung					35-37	203-205
Lie, Lay						114-116
Steal, Stole, Stolen						194-196
Blow, Blew, Blown						194-196
Fly, Flew, Flown						194-196
Choose, Chose, Chosen						194-196
Freeze, Froze, Frozen						197-199
Speak, Spoke, Spoken						197-199
Swim, Swam, Swum						197-199
Teach, Learn						345-347
Good, Well				164-165	211-212	187-189
Two, To, Too				166-168		
Their, There				166-168		
Good, Bad				263-264	205-207	142-144

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
LISTEN. 2 A.G., 1	62,77		90-95,343-344	
3 A.G., 2				
6 A.G., 5				
7 A.G., 5				
8 A.G., 5			90-91,96-99	
9 A.G., 6	56		91-93	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
10 A.G., 6			98-99	
11 A.G., 7			94-95,99	
ORAL EX. 23 A.G., 13			191-193	
25 A.G., 13			164-167,172-174	
26 A.G., 13			14-18,21-23	
27 A.G., 1			179-181	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
28 A.G., 14			17-18	
29 A.G., 14			14-16	
32 A.G., 15			43,77-79,114-116	
33 A.G., 15			194-196,199	
PHONICS 122 A.G., 56	135,136,139	76,78-79		
128 A.G., 56	60,65,279	80,83-89,97	65-66,81,186-187, 288-289,370,377	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
129 A.G., 56	86,98			
130 A.G., 64	49	53,91-96,98-101		
ST. LANG 140 A.G., 71			278-279	
141 A.G., 71			62-65,67-68,275-277	
145 A.G., 71A			74-76,348-350	
149 A.G.,			105-109	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
150 A.G., 72			110-111	
151 A.G., 73				
152 A.G., 73			102-104	
153 A.G., 73			194-196,199	
154 A.G., 73			272-274	
155 A.G., 74			282-283	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6				
SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
158 **A.G., 75**				
160 **A.G., 76**			140-144,188-190	
163 **A.G., 77**			145-150,188-190	
164 **A.G., 77**			151-152	
165 **A.G., 78**			200-202	
168 **A.G.,** [illegible]			28-32	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
WRIT. EX. 191 A.G., 88				
192 A.G., 91	85		176-178,182-185	
199 A.G., 94				
200 A.G., 94				
201 A.G., 94			214-215	
202 A.G., 95			236-239	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
203 A.G., 95			238-242	
207 A.G., 97			254-262	
208 A.G., 97			257	
209 A.G., 97			112-113, 153-154, 351-352	
210 A.G., 98				
211 A.G., [illegible]				

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
212 A.G., 98				
213 A.G., 98				
219 A.G., 102			309-311	
225 A.G., 105				
226 A.G., 105				
227 A.G., 105			41-42, 243-244	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
DICT. 234 A.G., 109			315-317	
244 A.G., 114			315-317	
246 A.G., 115			315-317	
247 A.G., 117	100			
248 A.G., 117	88			
249 A.G., 11				

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
250 **A.G., 117**				
252 **A.G., 119**				
253 **A.G., 119**				
254 **A.G., 120**			216-217	
VOCAB. **274** **A.G., 141**	77,113,177,178,193, 245,251			
279 **A.G., 145**	118			

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
281 A.G., 146				
282 A.G., 147				
283 A.G., 148	66,82,273,285			
284 A.G., 148	66,82,273,285			
285 A.G., 148	145,268,273			
A.G.,				

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
COMPREH. 302 A.G., 163				
308 A.G., 168	219		52-56	
309 A.G., 175	232			
311 A.G., 175				
313 A.G., 176			218-220	
314 A.G., 177	229		216-217	

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
315 **A.G., 178**			216-217	
316 **A.G., 178**	142,146,150			
317 **A.G., 178**				
318 **A.G., 178**			221-223	
320 **A.G., 180**			221-223	
322 **A.G., 1**				

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
323 A.G., 183				
324 A.G., 183				
325 A.G., 183	173			
326 A.G., 184	123,124,191			
328 A.G., 184				
333 A.G., 189	92,136,158			

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
334 **A.G.,** 189	114,122			
336 **A.G.,** 190				
340 **A.G.,** 192	173			
342 **A.G.,** 192	136			
346 **A.G.,** 193				
349 **A.G.,** 1				

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
353 **A.G.,** 197	224-225,252,254,255		228-230	
354 **A.G.,** 197			231-232	
359 **A.G.,** 199				
362 **A.G.,** 200	124,144,158			
366 **A.G.,** 205	130,141,142,210			
370 **A.G.,** 216	161,168			

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
373 **A.G.,** 208				
374 **A.G.,** 208	261,266			
375 **A.G.,** 210				
376 **A.G.,** 212	286			
377 **A.G.,** 212				
378 **A.G.,** 21	161			

SCHOOL DISTRICT OF LANCASTER, COMMUNICATION ARTS TEXT CROSS-REFERENCE, GRADE 6

SKILL NUMBER	KEYS TO READING	PHONICS	LANGUAGE FOR MEANING	OTHER
	13	G	GREEN	
379 **A.G.,** 213	239,243			
380 **A.G.,** 215	108			
381 **A.G.,** 215	141-142,210			
382 **A.G.,** 215	147,275			
383 **A.G.,** 217				
386 **A.G.,** 217				

SCHOOL DISTRICT OF LANCASTER
225 WEST ORANGE STREET
LANCASTER, PENNSYLVANIA 17604

To the reviewer:

Readiness skills and activities are in a separate section for the convenience of the pre-school program. Teachers of early childhood classes prefer to remove this section for ease in planning.

READINESS SKILLS LIST

Philosophy

The Readiness Skills List is a guide designating skills which promote the development of young children. Because children's developmental areas are inter-related, the readiness skills cannot be isolated as single entities. Most skills require visual, auditory, and kinesthetic stimulation to assure a successful acquisition.

The skills list is stated as a sequence by age levels and as categories by developmental areas. Although a child theoretically acquires certain abilities at specific age levels, one must continue to address these skills in an on-going program to assure total development. The categories of developmental areas are numbered only for reference. The categories do not imply a sequence for teaching skills.

READINESS

SKILLS LIST BY SEQUENCE

12-24 MONTHS

R-1. Walk forward and backward. (gross motor)

R-2. Run and jump. (gross motor)

R-3. Locate body parts. (language)

R-4. Coordinate eye-hand movement using concrete materials such as blocks, pegboards, parquetry, clay. (fine motor)

24-36 MONTHS

R-5. Walk sideways. (gross motor)

R-6. Kick a ball. (gross motor)

R-7. Work and play along side other children without interaction: parallel play. (social-emotional)

R-8. Discriminate gross and environmental sounds. (language)

R-9. Identify and name major body parts and joints. (language)

R-10. Move designated body parts in a specific direction. (language)

R-11. Accept correction. (social-emotional)

R-12. Follow directions within an envrionment of sounds. (language)

R-13. Determine relationship of self within an environment of sound. (language)

R 14. Recall one or more objects or symbols removed from a group. (language)

R-15. Extend gross muscle activities through bending, stretching, rolling, climbing, and pulling. (gross motor)

R-16. Repeat two and three syllable words after hearing them spoken. (language)

R-17. Move eyes in complete sequential patterns. (fine motor)

R-18. Hit a target consistently with ball or bean bag. (gross motor)

R-19. Draw a line between two points from left to right and within a given space. (fine motor)

R-20. Demonstrate understanding of: no/not; none/nothing; neither/nor. (language)

R-21. Follow left to right progressions: looking at books, tracking, drawing. (fine motor)

R-22. Work from top to bottom in teacher-directed visual motor activities. (fine motor)

R-23. Turn pages properly. T/L (fine motor)

R-24. Discriminate forms and shapes. (language)

R-25. Recognize likeness and differences among objects. (language)

R-26. Recognize straight and curved lines. (language)

R-27. Match, sort, and discriminate objects by taste, touch, smell. (language)

R-28. Tell first and last name. (language)

R-29. Value own accomplishments: self image, self acceptance. (social-emotional)

R-30. Respond with the appropriate word upon hearing a discription of the function of the object. (language)

R-31. Express feelings in acceptable ways. (social-emotional)

R-32. Take initiative in learning. (social-emotional)

R-33. Attend a given task. (social-emotional)

R-34. Take turns and share. (social-emotional)

R-35. Hop using alternate feet. (gross motor)

R-36. Stand on one foot for balance; alternate feet. (gross motor)

R-37. Hear, remember, and recall auditory stimuli. (language)

R-38. Complete assigned tasks consistantly. (social-emotional)

R-39. Demonstrate position orientation concepts such as: in, out; around, through; over, under; top, bottom; beside, behind, in front; etc. (language)

R-40. Recognize foreground and background within an environment of sound. (language)

R-41. Listen for directions and specific information. T/L (language)

R-42. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L (language)

R-43. Respond appropriately to the wh question forms: What? Who? Which? Where? When? Why? Whose? (listed in order of difficulty). (language)

R-44. Identify missing parts in models, pictures, drawings. (language)

R-45. Observe rules and regulations. (social-emotional)

48-60 MONTHS

R-46. Ascend and descend steps using alternate feet. (gross motor)

R-47. Move body or specific body parts rhymically. (gross motor)

R-48. Trace a given design or pattern. (fine motor)

R-49. Throw and catch a ball. (gross motor)

R-50. Carry a book properly. T/L (fine motor)

R-51. Categorize pictures and objects according to size, color, shape, texture, or function. (language)

R-52. Take good care of things one uses. (social-emotional)

R-53. Show concern for others. (social-emotional)

R-54. Respect property and space of others. (social-emotional)

R-55. Associate names with colors, shapes, numbers, and objects. (language)

R-56. Distinguish sound qualities as loud/soft, high/low, long/short, slow/fast. (language)

R-57. Repeat unrelated words in correct sequence. (language)

R-58. Step/jump over and crawl under objects of different heights without touching them. (gross motor)

R-59. Match and complete a given design or pattern. (fine motor)

R-60. Demonstrate understanding of the following definite locative prepositions: in/on, under, above/below, on top of, underneath, in front of/behind, between; and the following indefinite locative prepositions: over, at, by, beside, next to. (language)

R-61. Demonstrate understanding of the following definite directional prepositions: over/under, into/out of, up/down; and the following indefinite directional prepositions: around, to/from, toward/away from. (language)

R-62. Reproduce simple patterns of objects/forms. (fine motor)

R-63. Discriminate letters. (language)

R-64. Recognize that a spoken word can be written. (language)

R-65. Recognize that words can represent objects or actions. (language)

R-66. Demonstrate understanding of the following antonyms: big/small, long/short, tall/short, high/low, old/young, thick/thin, wide/narrow, deep/shallow, in front/in back, up/down, in/out, on/off, first/last, over/under, early/late, above/below, ahead/behind, before/after. (language)

R-67. Work and play cooperatively with other children: inter-active play, group activities. (social-emotional)

R-68. Describe a picture. (language)

R-69. Interpret main idea of a picture, story, or experience. (language)

R-70. Place objects and events in sequential order. (language)

R-71. Perceive visual foreground and background. (language)

R-72. Combine two words to form a compound word: auditory closure. (language)

R-73. Combine two or more syllables to form a word: auditory closure. (language)

R-74. Identify words that begin with the same sound. (language)

R-75. Use scissors, crayons, paste, clay, paint with control. (fine motor)

R-76. Walk heel and toe and on tip toes. (gross motor)

R-77. Discriminate between initial consonant sounds. (language)

R-78. Balance on a flat, narrow surface such as a balance beam. Walk forward walk backward, walk forward and turn, walk forward while focusing on an object in front of child other than end of beam. (gross motor)

R-79. Use free time well. (social-emotional)

R-80. March, run, jump, skip, hop to rhythm. (gross motor)

R-81. Reproduce a given design or pattern. (fine motor)

R-82. Visually recognize and reproduce first name. (fine motor)

R-83. Recognize last name when printed. (language)

R-84. Discriminate between rhyming and non-rhyming words. (language)

R-85. Observe social courtesies. (social-emotional)

R-86. Express ideas orally. (language)

R-87. Combine two or more sounds. (language)

R-88. Discriminate final sounds and plurals. (language)

R-89. Demonstrate understanding of the following pronouns: I, me, my, mine, we, us, our, ours, you, your, he, him, his, she, her, hers, it, its, they, them, their, theirs. (language)

R-90. Discriminate words. (language)

R-91. Tell a story from a picture. (language)

R-92. Tell a story in sequence. (language)

R-93. Recognize upper and lower case letters randomly and/or in sequence. (language)

R-94. Respond appropriately to How many? How much? (language)

R-95. Discriminate medial sounds. (language)

R-96. Combine a sequential series of letters to form a word: visual closure. (language)

R-97. Identify right and left side of the body. (language)

R-98. Tie and buckle shoes. (fine motor)

R-99. Put on boots, coats, sweaters; manipulate buttons, zippers, snaps. (fine motor)

R-100. Bounce a ball continously with either hand. (fine motor)

R-101. Demonstrate understanding of words denoting time: then, when, once, again, next, now, first, last, always, while, sometimes, yet, never, ever, later. (language)

R-102. Recognize that objects can be represented in different forms: spoken languages, pictures, words. (language)

R-103. Focus on printed material. (language)

R-104. Recognize words and spaces between them in written language. (language)

READINESS

SKILLS LIST BY CATEGORIES

FINE MOTOR

R-4. Coordinate eye-hand movement using concrete materials such as blocks, pegboards, parquetry, clay. (12-24)

R-17. Move eyes in complete sequential patterns. (24-36)

R-19. Draw a line between two points from left to right and within a given space. (36-48)

R-21. Follow left to right progressions: looking at books, tracking, drawing. (36-48)

R-22. Work from top to bottom in teacher-directed visual motor activities. (36-48)

R-23. Turn pages properly. T/L (36-48)

R-50. Carry a book properly. T/L (48-60)

R-48. Trace a given design or pattern. (48-60)

R-59. Match and complete a given design or pattern. (48-60)

R-62. Reproduce simple patterns of objects/forms. (48-60)

R-75. Use scissors, crayons, paste, clay, paint with control. (48-60)

R-81. Reproduce a given design or pattern. (60-72)

R-82. Visually recognize and reproduce first name. (60-72)

R-98. Tie and buckle shoes. (60-72)

R-99. Put on boots, coats, sweaters; manipulate buttons, zippers, snaps. (60-72)

R-100. Bounce a ball continously with either hand. (60-72)

R-1. Walk forward and backward. (12-24)

R-2. Run and jump. (12-24)

R-5. Walk sideways. (24-36)

R-6. Kick a ball. (24-36)

R-15. Extend gross muscle activities through bending, stretching, rolling, climbing, and pulling. (24-36)

R-18. Hit a target consistently with ball or bean bag. (36-48)

R-35. Hop using alternate feet. (36-48)

R-36. Stand on one foot for balance; alternate feet. (36-48)

R-46. Ascend and descend steps using alternate feet. (48-60)

R-47. Move body or specific body parts rhymically. (48-60)

R-49. Throw and catch a ball. (48-60)

R-58. Step/jump over and crawl under objects of different heights without touching them. (48-60)

R-76. Walk heel and toe and on tip toes. (48-60)

R-78. Balance on a flat, narrow surface such as a balance beam. Walk forward, walk backward, walk forward and turn, walk forward while focusing on an object in front of child other than end of beam. (48-60)

R-80. March, run, jump, skip, hop to rhythm. (60-72)

R-3. Locate body parts. (12-24)

R-8. Discriminate gross and environmental sounds. (24-36)

R-9. Identify and name major body parts and joints. (24-36)

R-10. Move designated body parts in a specific direction. (24-36)

R-12. Follow directions within an environment of sounds. (24-36)

R-13. Determine relationship of self within an environment of sound. (24-36)

R-14. Recall one or more objects or symbols removed from a group. (24-36)

R-16. Repeat two and three syllable words after hearing them spoken. (24-36)

R-20. Demonstrate understanding of: no/not; none/nothing; neither/nor. (36-48)

R-24. Discriminate forms and shapes. (36-48)

R-25. Recognize likenesses and differences among objects. (36-48)

R-26. Recognize straight and curved lines. (36-48)

R-27. Match, sort, and discriminate objects by taste, touch, smell. (36-48)

R-28. Tell first and last name. (36-48)

R-30. Respond with the appropriate word upon hearing a description of the function of the object. (36-48)

R-37. Hear, remember, and recall auditory stimuli. (36-48)

R-39. Demonstrate position orientation concepts such as: in, out; around, through; over, under; top, bottom; beside, behind, in front; etc. (36-48)

R-40. Recognize foreground and background within an environment of sound. (36-48)

R-41. Listen for directions and specific information. T/L (36-48)

R-42. Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc. T/L (36-48)

R-43. Respond appropriately to the wh question forms: What? Who? Which? Where? When? Why? Whose? (listed in order of difficulty). (36-48)

R-44. Identify missing parts in models, pictures, and drawings. (36-48)

R-51. Categorize pictures and objects according to size, color, shape, texture, or function. (48-60)

R-55. Associate names with colors, shapes, numbers, and objects. (48-60)

R-56. Distinguish sound qualities as loud/soft, high/low, long/short. slow/fast. (48-60)

R-57. Repeat unrelated words in correct sequence. (48-60)

R-60. Demonstrate understanding of the following definite locative prepositions: in/on, under, above/below, on top of, underneath, in front of/behind, between; and the following indefinite locative prepositions: over, at, by, beside, next to. (48-60)

R-61. Demonstrate understanding of the following definite directional prepositions: over/under, into/out of, up/down; and the following indefinite directional prepositions: around, to/from, toward/away from. (48-60)

R-63. Discriminate letters. (48-60)

R-64. Recognize that a spoken word can be written. (48-60)

R-65. Recognize that words can represent objects or actions. (48-60)

R-66. Demonstrate understanding of the following antonyms: big/small, long/short, tall/short, high/low, old/young, thick/thin, wide/narrow, deep/shallow, in front/in back, up/down, in/out, on/off, first/last, over/under, early/late, above/below, ahead/behind, before/after. (48-60)

R-70. Place objects and events in sequential order. (48-60)

R-68. Describe a picture. (48-60)

R-69. Interpret main idea of a picture, story, or experience. (48-60)

R-74. Identify words that begin with the same sound. (48-60)

R-71. Perceive visual foreground and background. (48-60)

R-72. Combine two words to form a compound word: auditory closure. (48-60)

R-73. Combine two or more syllables to form a word: auditory closure. (48-60)

R-77. Discriminate between initial consonant sounds. (48-60)

R-83. Recognize last name when printed. (60-72)

R-84. Discriminate between rhyming and non-rhyming words. (60-72)

R-86. Express ideas orally. (60-72)

R-87. Combine two or more sounds. (60-72)

R-88. Discriminate final sounds and plurals. (60-72)

R-89. Demonstrate understanding of the following pronouns: I, me, my, mine, we, us, our, ours, you, your, he, him, his, she, her, hers, it, its, they, them, their, theirs. (60-72)

R-90. Discriminate words. (60-72)

R-91. Tell a story from a picture. (60-72)

R-92. Tell a story in sequence. (60-72)

R-93. Recognize upper and lower case letters randomly and/or in sequence. (60-72)

R-94. Respond appropriately to How many? How much? (60-72)

R-95. Discriminate medial sounds. (60-72)

R-96. Combine a sequential series of letters to form a word: visual closure. (60-72)

R-97. Identify right and left side of the body. (60-72)

R-101. Demonstrate understanding of words denoting time: then, when, once, again, next, now, first, last, always, while, sometimes, yet, never, ever, later. (60-72)

R-102. Recognize that objects can be represented in different forms: spoken languages, pictures, words. (72 +)

R-103. Focus on printed material. (72 +)

R-104. Recognize words and spaces between them in written language. (72 +)

R-7. Work and play along side other children without interaction: parallel play. (24-36)

R-11. Accept correction. (24-36)

R-29. Value own accomplishments: self image, self acceptance. (36-48)

R-31. Express feelings in acceptable ways. (36-48)

R-32. Take initiative in learning. (36-48)

R-33. Attend to a given task. (36-48)

R-34. Take turns and share. (36-48)

R-38. Complete assigned tasks consistently. (36-48)

R-55. Observe rules and regulations. (36-48)

R-52. Take good care of things one uses. (48-60)

R-53. Show concern for others. (48-60)

R-54. Respect property and space of others. (48-60)

R-67. Work and play cooperatively with other children: inter-active play, group activities. (48-60)

R-79. Use free time well. (48-60)

R-85. Observe social courtesies. (60-72)

READINESS ACTIVITIES

R-1

A. Follow the leader - An imitative task with or without music. The teacher repeatedly associates the spoken word with the muscular movement.

B. Record - This requires comprehension of the terms given on a record. The teacher reinforces the terms by repeating them and by "walking" the children through the movements if they are having difficulty keeping up.

C. Combine the skills - Cross Over The Brook: Designate an area as The Brook. Each child "crosses over" according to the stimulus given by the teacher.

Red Light: A group of children move from one end of the room to the other when the teacher gives the verbal commands telling (1) what movement, (2) "red light" or "green light." The child who does not follow the commands must go back and start over. You may use red and green traffic lights made on paper.

R-2

A. Run, jump, hop - Using a ten pin as the candle, the child jumps forward, backward, or sideways over it as the class says the rhyme "Jack Be Nimble" inserting that particular child's name.

B. Child jumps, hops, or runs around the room with or without music. When the teacher blows the whistle or stops the record, the child must stop and hold the position he's in while the teacher counts to ten.

C. Walk to school - Colored footprints may be placed on the floor cuing the child as to which foot to use, i.e., a change from yellow to blue cues changes of feet.

R-3

A. Body Awareness - The child lies on large papers and the teacher traces around his body. A large mirror is valuable for the children who have perceptual problems. These children have difficulty remembering where they are in space and use of the mirror quickly solves these problems.

B. Motion Songs and Rhymes - Body Parts - The value of these songs and rhymes lies in the association of the physical movement with the verbal expression. Some examples are: "The Wiggle Song"(Tune: "The Bear Went Over The Mountain")

My thumbs are starting to wiggle,
My thumbs are starting to wiggle,
My thumbs are starting to wiggle,
Around, around, around.

2) hands, 3) arms, 4) shoulders, 5) legs, 6) feet, 7) Now all of me is wiggling, etc

All About Me

I have two eyes to see with,
I have two feet to run,
I have two ears to hear with,
And a nose I have but one.
I have hands to wave with
And a tongue to say "Bood-day,"
And two red checks for you to pinch (or kiss)
And now I'll run away.

Others: "The Sesame Street Record," Columbia CR 21530, Side 1: "I've Got Two."
"Getting to Know Myself," Hap Palmer Records - Childcraft.

C. Body Concepts - This should be connected with the unit on Senses in the School District Science Skills List so that the function is associated with the Body Part (i.e., tongue with taste, etc.) Elements covered may be: head, arms, legs, etc. Then: chin, shoulder, elbow, wrist, ankle.

R-4

A. The Name Game - The child holding the ball calls the person's name he is rolling the ball to. This increases in difficulty with the smaller sizes of balls. See *Kindergarten Keys*, p. 436.

B. Kentucky Fried Chicken - Glue the shape of a chicken leg to a clothespin. The child drops the chicken leg into a Kentucky Fried Chicken bucket or box from a standing position.

C. Hanging Up the Wash - Using clip clothespins, the child hangs socks, gloves, doll clothes, or pictures of familiar objects. This task may be used as a categorization practice (R-51).

D. 'Round and 'Round She Goes! - Place a cup on the turntable of a record player. Have it revolve at the 33-1/3 speed. The child stands in place and drops a piece of cereal into the cup as it comes around to him. He gets to eat the pieces he gets into the cup.

R-5 Adapt activities from R-1.

R-6

A. Starting Out - Children sit on chairs facing each other. They roll the ball back and forth, catching and rolling with the feet only.

B. Touchdown! - With tape designating the boundaries, the child performs a standing kick to send the ball across the other line to make a touchdown. The distance may be increased as the kicks become better controlled.

C. Kick Ball Game - When the motor skills have developed so that they can kick and control the direction of the ball, set up groups of 4 children, with a child at each corner of a square. The starter kicks the ball. As it reaches each player, he stops it with his hands or feet, turns and kicks it to the child in the next position. After each complete circuit, the players change positions until each has had a turn to be the starter.

R-7 Activity implied in skill statement.

R-8

A. Gross Sound Discrimination - The children watch while the teacher strikes three objects that produce different sounds. With a screen in front of the objects, the children close their eyes; the teacher strikes one of the objects, and the children identify the one she struck. At first the sounds should be very different from each other; for example, a bell, a glass, and a cardboard box. To develop greater discrimination, the teacher increases the number of objects or chooses objects that have a greater similarity of sound.

B. Environmental Sounds - When children are restless, the teacher can ask them to sit quietly for a short period of time with their eyes closed or use the flannelboard or similar object for a screen. The teacher then produces a variety of sounds for the children to identify. Gross sounds are: sharpening a pencil, tapping a pencil, closing a book, jingling keys, tearing paper, snapping fingers, dropping objects, bouncing a ball, popping a balloon, ringing a bell, humming, and clapping hands. Fine sounds are: ripping cloth, sweeping, splashing water, slapping a rope on the floor, whispering, a radiator hissing, and a clock ticking.

C. Listening Walk - The children take a listening walk either outside, if weather permits, or through the school. Before the walk begins, the teacher can suggest sounds for children to listen for; or she can call the children's attention to sounds as they walk along. It is very helpful to use a battery-operated tape recorder as you walk along. When the walk is over, children see how many sounds they remember and see if they can guess what made them. They should also be encouraged to describe the sounds as loud or soft, pleasant or unpleasant, and so on. This is also a good practice for sequencing -- "What did we hear first?" This is when the recording helps. You may also want to write an experience story about the sounds. NOTE: There are many commercial products which are excellent for this practice: DLM Auditory Training: Familiar Sounds; Scott Foresman & Co. Sounds I Hear; Childcraft Montessori Sound Boxes. The latter may be teacher-made by changing the type of container an object is shaken in: cardboard, glass, plastic, and tin or aluminum.

R-9 Refer to activities for R-3.

R-10

A. Movement and Direction - Songs and rhymes again help here; i.e., "Here We Go Looby Loo," "Did You Every See A Lassie," "We Step, Step, Step":

We step, step, step, and tap, tap, tap,
And then we turn around.
We step, step, step, and tap, tap, tap,
And bow without a sound.
We clap down low,
We clap up high,
We clap the ground,
We clap the sky --
We step, step, step, and tap, tap, tap,
And then we sit right down.

Note: See Kindergarten Keys p. 257 and p. 172.

B. Simon Says - This is a familiar game. Right and left should not be emphasized at this point.

C. Manual Expression - Child performs a manual task using the actual items. Then the item is removed and the child pantomimes the movement. Example: Sweep the floor with the broom. Then repeat without the broom. This can be expanded to two and three step procedures. This is excellent practice for sequential memory.

R-11

Behavior Modification Methods - For some children, school behaviors are abstract matters which may not fit his experience. A tangible reinforcement schedule is an invaluable aid to help modify behavior.

A. Positive Reinforcement: The beginning level would be 100% reinforcement with a food reward (pretzel piece; 1/2 peanut) or a token (plastic chip, smilie face). The further steps are 50% reinforcement - 2 acceptable responses for a reward; 10% - 10 acceptable responses. The highest level is social reinforcement which is "Good" spoken by the teacher. Back-up reinforcers are necessary so the child has a tangible goal; i.e., a score of 100 tokens - choice of little toys, extra time with a favorite activity, opportunity to be leader, etc.

B. Negative Reinforcement: If a child breaks a rule, his name is put in the "dog house" and he is excluded from the "fun" activities.

R-12

A. Figure-Background Sounds - The teacher uses classroom noises to train the child's ability to shift attention quickly to a background sound, grasp the meaning of the sound, then shift attention back to whatever they were doing. A knock at the door, school bell, the classroom phone buzzer, the sounds from music class upstairs or down the hall, etc. Some children may need help to refocus their attention immediately on their interrupted activities. If there are no reliable noises in your setting, you may set an alarm clock to ring several times during the day; give the children simple instructions about what they are to do when they hear the alarm. They raise both their hands, stand up or cover their ears, for example, then return immediately to their activities. The softer the sound of the alarm, if the clock is placed inside a drawer, etc., the greater the degree of figure-ground discrimination required.

B. A Day At The Farm - Each child picks a farm animal he wants to imitate. When the children hear the rooster crow (the teacher reserves this sound for herself), they make the sounds of the barnyard waking up. They continue to make sounds until they hear the owl hoot (also the teacher). Then they must become quiet immediately put their heads down, and pretend to sleep. As the volume of the owl's hoot decreases, greater figure-ground discrimination is required. Children who respond rapidly take turns being the owl.

C. Listening Parade - The children march in a circle. As they march, the teacher calls out their names slowly, by syllables, i.e., N-an-sy (Nancy). When a child recognizes his name, he drops out of the circle and stands at the side. He returns if he hears his name again.

R-13

A. Focusing on Sound - Near vs. Far - The teacher puts a chair in front of the room to represent a train station. One child sleeps (eyes closed) in the station waiting for the train. Three other children at the back of the room form a train. (Each child puts his hands on the shoulders of the child in front of him.) Chanting train sounds (woo-woo, chug-a chug-a), the children shuffle toward the station. They increase the volume of their chanting until the train reaches the station. When the train stops, the passenger wakes up and joins the line. As the train goes further away, the children chant more softly. The teacher chooses another child to sleep in the station and join the train when it comes by.

B. I Hear Music - One child at a time leaves the room while the teacher hides a music box in either a high or a low spot. The child returns to the room; as soon as he hears the music box, he tells if the direction is up or down without help from the other children. A metronome or loudly ticking clock can be used instead of a music box.

C. Which One? - The teacher holds two bells as far apart as possible. One bell rings; the other has the clapper taped to the side. The teacher shakes both bells simultaneously and asks the children to tell which one is ringing. She changes the hand that is holding the silent bell, hiding both behind her back to do so. After the children have had practice identifying the bells, the teacher holds one high over her head and the other as low as possible. Tell children to express the direction of the sound.

R-14

A. Teacher sets objects on tables or hands them out to children then children hide eyes and one object is removed. Children must recall missing object.

B. Use either paperbag or pillowcase and put objects into them while children watch. Then remove all objects but one and have children recall what is missing.

C. Using either flannelboard, chalkboard, or magnetic board, place objects, pictures, shapes on board and then have children hide eyes and remove one object. Have children tell what is missing.

R-15

A. Bending/Stretching - Up vs. Down: The Giant and The Elf
Here is the Giant who is tall, tall, tall.
Here is the Elf who is small, small, small.
The Elf who is small,
Would like to reach the Giant who is tall, tall, tall.

B. Rolling - Pretend to be a log by lying on the floor with arms and legs outstretched and roll "'round and 'round." Practice forward somersaults. Form body into an egg shape.

C. Climbing and pulling - Child may do these exercises on any type of equipment available. Pulling with the arms to climb is one aspect of pulling. It may also be taught as the opposite of "push," using wheel toys, opening and closing doors, etc.

R-16

A. Preparation for Syllables - Begin by association of one sound to one clap. This story may be used: "Woody Woodpecker" - Woody went to a parade downtown. He had a wonderful time at the parade! When he went home to the forest to sleep, he dreamed he was the leader of the band. In his dream, he marched up and down the tree. All the woodpeckers in the forest were marching behind him. 1 - 2 - 3. Tap - tap - tap. Up and down they marched. Tap - tap - tap. Woody's band was the fanciest band in town. They had shiny black uniforms, red plumes in their caps, and crisp white belts. Most of all, Woody loved the rhythm -- the tap - tap - tap. Let's all join the parade by clapping this poem about Woody's parade. One clap for each word like this: Teacher says: "Here comes the band." Children echo. "Now clap while you say - "Here comes the band" x xx x

Now say and clap:	"Rat-a-tat-tat"	x xx x
	"Here comes the band"	x xx x
	"Tap-tap-tap"	x x x
	"Here comes the band"	x xx x
	"Wave your hand"	x x x
	"Here comes the band"	x xx x
	"Clap-clap-clap"	x x x

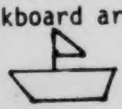
Repeat this procedure with any poem which has one-syllable words:
Let your feet go tap-tap-tap;
Let your hands go clap-clap-clap.
Nod your head to and fro,
Round and round and round we go.

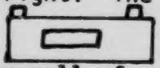
B. Compound Words - Using a clap for each syllable, have the child clap and say: Week - weekend; cup - cupcake; base - baseball; chip - chipmunk; note - notebook;
X X X
fruit - fruitcake; sun - sunshine. If the children need visual support for this practice, use a line on the chalkboard for each part (cup cake). Then point to each line as you say the syllable.

C. Syllables - Do the preceding practice with two-syllable words, using the visual support of the lines on the chalkboard: mis-ter; can-dy; per-son; chil-dren; dad-dy; par-ty; etc.

R-17

A. In a darkened room, use a flashlight to focus the children's line of vision to specific spots on the chalkboard. You may have drawn objects or symbols in left corner, right corner, top, and bottom of the board.

B. Have a marker on each child's hands cuing Left and Right. Designate a three foot chalkboard area or butcher paper for each child. In the bottom left, put a boat  and in the top right, draw an X . They are imagining boat has arrived at an island and they are going to hunt for the buried treasure which is at X . Say: "Let's hunt for the treasure. First, we go straight up from the boat. Next, we try going down, down to the middle of the bottom -- still no treasure. Let's move over to the right and go up, up, up, aha! X marks the spot! We found the treasure!"

C. Make a T.V. set with a cardboard box. The "screen" of paper on a roll may move top to bottom or from left to right. The dowels holding the roll of paper come up through the cardboard box.  The children are to watch the line or the movement of pictures on the roll of paper.

R-18

A. Giant Ring Toss - Using traffic cones (often found in the gym equipment) as the targets and hula hoops as the rings, the children are arranged in a relay formation. The child tosses the hoop as he runs past the cone. The next child lifts the hoop off the one cone and tosses it over the next cone as he runs past.

B. One Pin - Mark the distance between the bowler and pins with tape designating the boundary line. One child stands with the pin. He retrieves the ball and resets the pin. Then he takes his turn rolling.

C. Bean Bag Toss - Use the hula hoop as the target and the bean bags with increasing distance between the thrower and the target. See Kindergarten Keys, p. 432 and p. 444.

R-19

A. Secret Code - Child stands facing the chalkboard with a large paintbrush and a cup of water. The teacher traces the line on the child's back and then the child imitates the kinesthetic model with his brush on the board. The stimuli should be varied: long-short, top-bottom. Then children may work in pairs. The starting points should always be on the left.

B. Prepared Worksheets - Many commercial materials are available (Continental Press; Frosting or Dubnoff; Caterpillar Caper; etc.) which provide the format for drawing a line left to right, top to bottom, and curves. The first step is to draw within two guidelines; next is to draw a line over top of a guideline; then to draw over a dotted line; then just from one point to another. These tasks may be unit oriented, i.e., the starting point could be an Indian and the finishing point, his teepee.

C. Harold's Purple Crayon - Using the story "Harold and The Purple Crayon," the children pretend to be Harold and imitate the variety of lines in the story.

R-20

A. This is a chair. Point to a table. Tell me about this. This response is not a chair. Use others like this.

B. Have a container. Put something in the container. Put nothing in the container.

R-21

A. What Comes First? - The child manipulates colored blocks or colored pegs to copy a given pattern modeled by the teacher. The language to help him think of what he is doing is: "What comes first? -- What comes next? -- What comes last?"

B. Follow the Light - Using a flashlight in a darkened room, the teacher directs the child's visual tracking from left to right repeatedly from object to object in the room. She asks: "What do you see now?"

C. Writing an Experience Story - Repeatedly direct the child's attention to the left to right progression of your writing. After many repetitions of the story, see if the child can follow the direction of the words. Other support activities are: calendar work, sequencing of numbers or pictures, looking at books, designating moving from the green dot to the red dot. Everything should be aimed at reinforcing the left to right patterning.

R-22

A. Slide - At the sliding board, associate the terms top and bottom with each child's position. Ask "Where are you now?" If your classroom materials are kept on shelves, you may have the child demonstrate his understanding of the terms by getting certain things from the "top shelf" or you may ask him to tell you where a certain item is to check on his ability to express the concept.

B. Find My Top - Cut pictures of familiar objects in half. Present the bottom halves of the pictures and have the child find the tops. Then vary the position presented. The progression of difficulty would be from body shapes to apple or peach shapes which do not have as many cues.

C. "Hurray for Pig!" - Using the story "Hurray for Pig!" make flannel board figures representing the animals and the slide into the water for the children to manipulate as they retell the story. It is important for the child to express top and bottom appropriately.

R-23

A. Turning Pages (L/T) - Show students how to turn pages of a book, turning from the top. Exaggerate proper way to use fingers; "let your fingers do the walking!" Then play the record "Turn, Turn, Turn." Each time they hear the word turn, they turn the page properly. Record "Turn, Turn, Turn" is by the Birds.

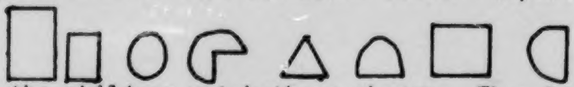
B. Read the book The Monster at the End of This Book by Jon Stone, Western Publishing Company - Muppets.

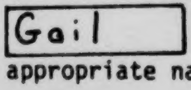
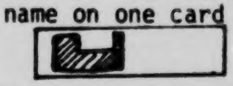
R-24

A. Make a path with Stepping Stones made of laminated paper in geometric shapes, numbers, or letters. Teacher varies the task by saying: "This time we will only step on circles, now only 1's, etc." Show them the cue at first and then try it without the visual cue.

B. A variation of Stepping Stones would be to have some stones with two matching shapes and some with unmatched shapes. Then, they could only step on the ones which match or put two feet on the ones which match, one foot on those which do not.

C. Use paired cards with the basic letter shapes:



Have the children match these shapes. Then begin with the children's names or color words and show the class how these basic shapes are combined to make letters (i.e., long stick and ball on left side make "d," short stick and ball on left side is an "a," etc.). Now print each child's name on one card and the configuration of that name on the other:   The children match the configuration with the appropriate name.

R-25

A. Using wrapping paper, which has a repeated pattern such as men's hats, cut out and laminate each item. Then have the children match in pairs or in rows or to a board with the same items on it.

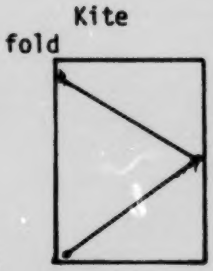
B. To practice the auditory associative process through "alike" and "different" concepts presented orally, the teacher says (car-auto) - same or different? (me-you) - (sick-ill) - (dog-puppy). Then progress to "How are a train and car alike or different? A cat and dog?"

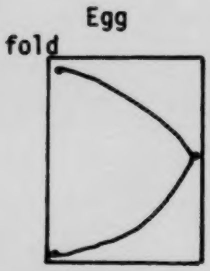
C. Using an egg carton for compartments have children put like objects together, such as red buttons, blue beads, or paper colored shapes together.

R-26

A. Curved Lines - Looped Path - Form a looped path with two jump ropes. Tell the children there are no turns allowed on this street. Have them walk along the path, stressing the fact they must follow the curve until they reach the stop sign. "No shortcuts."

B. Curved and Straight Lines - Have children fold a piece of paper in half. Use dots at the top and bottom of the fold and the middle of the edge. Have the children connect the dots with straight or curved lines and make a kite or an egg.





C. Take the class to observe a building or road under construction. Help them establish what tasks are being done and point out the directional aspects of the work (straight line: boards, pulley lines, etc; and curved line: tires, cement hauler, etc.). When you are back in the classroom again, discuss the kind of work each piece of equipment was doing. As they mention each one, the teacher draws the basic straight or curved line on a small mural representing that machine. If possible, she may sketch in the rest of it to hang on the wall. Read stories such as "Mike Mulligan & His Steam Shovel," Burton (Houghton 1939) and "Little Toot," Gramstky (Putnam 1979).

R-27

A. Using a shoe box with a hole cut in, the child reaches through, but cannot see in; have like things inside for him to match by touching.

B. Have a tray with small 3 oz. paper cups with various items to taste and match by taste -- sweet, sour, salty, bitter -- on one day pick out salty and on another sweet and so forth.

C. In airtight containers (either old spice jars or tupperware), place various items, such as toothpaste, perfume, cinnamon sticks, clove, onion, peanut butter, etc. Blindfold child and have him smell item. Then take blindfold off and have him find and describe the item.

R-28 Activity implied in skill statement.

R-29

A. Have the children bring in one of their baby pictures to share with the group to see if they can recognize each other. Talk about the way they cried and babbled; crawled and toddled; drank milk and ate mushy baby food; had nothing to play with but rattles, etc., and compare with what they are able to do now.

B. A good choral speaking experience may be: "Glad I Am Me"

I am glad as glad can be
That I am no one else but me.

I like myself - my funny nose,
My ears and eyes and wriggly toes;

My hands and feet that help me go,
And I like the ways in which I grow.

I don't always like the things that I do,
But I still like me and hope you do, too.
-- Josephine Newbury

C. Please refer to the self-awareness items in the Social Studies Skills List.

R-30

A. At a station have a tape with a description of an object and its use. Have the child find that object on the table. Example: There are holes to put your fingers in and you cut paper with it. They are sharp.

B. Divide your class into two teams. Using a timer giving a certain length of time, give successive clues and see which team can guess the object first. Award points, etc., to that team. Example: It is liquid. It is white. It comes from cows. It can be chocolate. For more of these, either check with speech teacher for Sourcebook of Language Learning Activities or make up your own.

C. In experience chart form, have children express and teacher write down description of an object. Example: Tell me everything you can about an apple.

R-31

A. To provide the language for feelings, the teacher says three words and pantomimes one of them: happy, sad, sleepy; excited, angry, happy; surprised, afraid, sad; etc. The pantomimes should be as exaggerated as possible and the vocabulary word firmly established. Then the children take turns expressing the feelings.

B. The teacher gives children situations that evoke various emotions, such as happiness, fear, anger, excitement, disappointment, etc. They practice in front of a mirror. Three children go to the front of the group and the teacher whispers to them the emotion they are all going to express. The other children guess what the emotion is from the facial expressions and voice tones.

C. How Do You Feel If ...? - The teacher poses a situation; i.e., "How do you feel if somebody scribbles on your paper? ... tells you what a good job you did? ... you get to school late and the doors are closed? ... you open a box on your birthday and you find a pair of new roller skates?"

NOTE: R-53, R-54, R-80 Excellent aids for these skills are the filmstrips with cassettes and teaching grade:

Kindle Series - Scholastic Book Services; 904 Sylvan Avenue; Englewood Cliffs, N.J. 07632
I. Who Am I?
II. How Do I Learn?
III. Getting Along
IV. Mixing In
V. I Can Tell

Suggested books are: What Mary Jo Shared, Janice May Udry - Scholastic Book Service; Mine, Yours, Ours, Burton Alpert - Childcraft #8K-815 (This story may result in an art project. Each child draws a picture of what is mine, what is yours and what is ours.); It's Mine - A Greedy Book, Bonsell - Holt 1964.

The following sets are helpful: Developing Understanding of Self & Others (DUSO) D-1 #5281 American Guidance Service.

R-32, R-33, R-34 Activities implied in skill statements.

R-35 Adapt activities for R-2.

R-36

A. Sleepy Bird - Stand on one foot like a sleepy stork. Some children may need to hold one foot up; others may be able to balance with arms outstretched. This can be done in the process of "lining up": "Stand up; push in your chair; stand on one foot until I call your name." This way, the child has the support of his chair.

B. Stand on one foot, balancing with eyes closed.

C. Combination Activity - Simon Says: This requires auditory recognition of the language associated with the muscular movement.

R-37

A. Use three different rhythm instruments, such as drum, cymbals, sticks, and connect each instrument with a physical movement, such as jumping for cymbals, running for drum, walking for sticks. Children respond according to sounds heard.

B. Children use various instruments to repeat a pattern given by the teacher. The teacher should start with two and progress to four sounds.

C. Child follows directions after signal beginning with one and then increasing the number of demands. Examples: 1) stand up; 2) raise your right hand; 3) stand up and turn around; 4) clap your hands once; touch your toes; 5) go to the chalkboard; get a piece of chalk; put it on the table.

D. Game: "We're Going on a Lion Hunt" -- Book: Brave Little Indian -- Record: "Peter & The Wolf"

R-38 Activity implied in skill statement.

R-39

A. Play a game called "Hide the Eraser" or something to do with a holiday. Children must find the object and tell where it was located.

B. Use Tana Hoban books, such as Over, Under, Through.

C. Make an obstacle course using things in your classroom. Have the children move in certain ways over, under, through, sit beside, behind, etc.

R-40

A. Imbedded Messages - Each child has certain objects in front of him, such as pencil, block, and cup. You begin singing "Row, Row, Row Your Boat" and insert a child's name and instruction in the song. Example:

Row, row, row your boat,
Harry, give me the block.
Maria, give me the pencil.
Life is but a dream.
Etc.

B. Tell a familiar story, such as "The Three Bears." In the context of the story, name a child and a task for him to do. For example: "Goldilocks knocked on the door and, Jose, raise your hand but nobody opened the door." Etc.

C. The teacher reads a story to the children. At various points in the story, she inserts nonsense sentences. When the children hear something that does not make sense, they stand up. The teacher calls on a child to identify the sentence that sounds silly and tell why it sounds silly. Examples: 1) The boy walked quickly over the moon. 2) Then Mother put on her hat and coat and took a bath. 3) All the pupies in the classroom wrote their names on the board. 4) The car turned the corner and flew off into the clouds. 5) The chalkboard erased the teacher. 6) The story read my mother. 7) The milk drank Ann. 8) His shoe tied Tom.

R-41

A. Make a tape and give directions to make a picture on a flannelboard (child does this). Example: Tell a story about snow. The child puts a given number of snowflakes on flannelboard and progresses according to instructions given on tape until a flannelboard picture of a completed snowman is shown. This could be much easier, such as just individual objects, or more difficult, like a circus parade of various animals, etc.

B. The children listen to sentences that have something wrong with them. They say what is wrong, and individual children volunteer to make it right. Examples: Charley drank the hamburger. Eddie got ready to go fishing and took his ball and bat from the closet. Mother put the ice cream in the refrigerator to keep it warm. We ran so fast, our ears got tired. I put my feet on the pillow and went to sleep.

C. Using a cooking lesson, such as finger jello or popcorn, have the children listen for directions and specific information needed to complete the recipe.

R-42 (L/T)

A. Refer to Recordings List in Kindergarten Keys for music to respond to.

B. Literature Appreciation Through the Stomach - Children hear stories and eat the food associated with the story. Example: "Cranberry Christmas" - Children will make a Christmas Tree with cranberries for Christmas ornaments. Then they sample Maggie's favorite cranberry cookies.

C. Fashion a mobile from items related to a story. Example: "The Little Engine That Could" - Make little engine that could and cars and have children make items to put into cars.

D. Make paperbag puppets of "Three Billy Goats Gruff" and have children tell story with puppets.

R-43

A. Play a Game - Have each child decide on a job to do when they grow up. Who am I? Ask questions to find answer. Where? What?

B. Looking at one picture or two related pictures, ask who, what, when, where.

C. Have children pantomine a familiar situation; then either the teacher or a child can ask the who, what, when, where, why, how many questions.

R-44

A. Draw a circle on the board. Say "Billy, you make a face out of it." He expresses what he added to make it a face. Draw another circle. Say "Patty, make an apple out of this circle." She tells what she added. It is important for the child to "see" the basis for a specific picture in an ambiguous figure. Examples: Square - 1) house, 2) television, 3) book; Circle - 1) snowman, 2) plate, 3) lollipop, 4) button, 5) clock; Rectangle - 1) train, 2) bus, 3) bed. On another day say: "Here are some circles. See how many different pictures we can make out of circles, etc.

B. See activities for R-59, R-96.

R-45 Refer to activities for R-11.

R-46

A. Observe which children do not use alternate feet on stairs as the class moves through the building. Use the colored footprints as a visual cue to change feet. The verbal cue, "We step, step, step," is to give the child the language for his muscular response. The stairs in the school may be used if there is no "Rocky Boat" (Community Playthings) or similar equipment.

R-47

A. Parade - A great variety of commercial records are available for this activity. The music should be appropriate for the movement, i.e., 6/8 time for galloping; 2/4 time for running, etc.

B. The teacher may use the rhythm instruments to represent a particular movement as in R-37, A.

C. The children clap the rhythm as they march, hop, run, etc.

R-48

A. Rainbow Tracing - In each case, tracing with the finger first helps the child find the boundaries of the pattern. Beginning with the yellow crayon, the child traces a line from one point to another. This is repeated with each crayon, making a "rainbow." The green and red dots may be used for starting and stopping cues. Children with a perceptual delay may need to do this practice at the chalk board first with a paint brush and water with the boundaries prepared for him.

B. Make A Record - Place an old record on top of construction paper. The child traces around it with a pencil or crayon. The children who are able to cut out the paper records along the traced line. Teacher or children cut out small two inch labels to paste on the center of the "record." The teacher helps the children locate the center and a hole is punched for the record player spindle. These "records" may be placed under a real record on the turntable. The children may get turns having their paper record ride under the real one at subsequent music times.

C. Stencils and Templates - These are commercially available in geometric shapes, animal shapes, and object shapes. Note those included in Kindergarten Keys or available from DLM. Geometric shapes will be used in R-75 activities.

R-49

A. The Wonder Ball (A bean bag or Nerf ball may be used.) - The children are seated in a circle. The ball is tossed to the left around the circle as these words are chanted:

The Wonder Ball goes 'round and 'round,
To catch it quickly you are bound,
If you're the one to hold it last,
Then for you the game is past,
And ... You ... Are ... Out!

To alleviate the disappointment of being out, the child may proceed to his snack time seat until he matures to the point of being able to tolerate losing.

B. Up/Down - The child tosses the bean bag or ball straight up and catches with both hands. When enough children become proficient at this, they may play "Call Ball," where a child calls another's name as he throws the ball straight up. The child named must catch the ball either before it hits the floor or after the first bounce.

C. Monkey in the Middle - Two children stand facing each other and one stands between them. The two players throw the ball back and forth keeping it from the player in the middle. When the player intercepts the ball, he takes the place of one of the other players on the outside.

R-50

A. Carry a Book - The teacher models the proper way to carry a book. The children imitate and then take turns demonstrating to each other. The media specialist may set the model for this skill.

R-51

A. Learning Station - On wooden board, place 3 sizes of hooks, small, medium, large, at random. Metal washers are placed by child on appropriate hook.

B. Magnetic Fishing Game - Out of oaktag, make frying pans that have shapes on them, such as circle, square, rectangle, triangle, oval, diamond, etc. Then have fish with those shapes caught and placed into proper pan.

C. Have a random selection of pictures from workbooks, cut and laminated. Have a child categorize according to teacher's direction. Use (in kitchen) tools, transportation, things to eat, wear, zoo and farm animals, color, etc.

F-52

A. Care of Book - Get from librarian the ditto that goes with Librarians Activity Guide and use "I'm A Bookworm Named Billy."

R-53, R-54 Refer to note in R-31.

R-55

A. Use outline of kittens with different colored bows around their necks, match a ball of the same color with each kitten. Color names may be printed on balls. After child matches, have him verbalize names of colors.

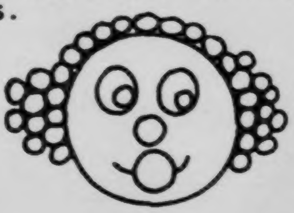
B. Say the Lillipop Poem to children while handing out lollipops made of laminated construction paper and tongue depressors (color word is printed on lollipop):

I'm selling lollipops.
I'm selling lollipops,
Fresh sugar candy from the corner shop!
I'm selling lollipops,
I'm selling lollipops,
No one can ever tell
Where I'll stop!

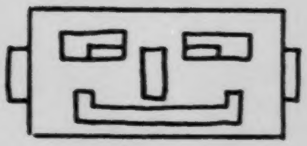
Then have child say "I have red!" while holding up red lollipop, etc.

C. Have the children sit in a circle on the floor with their hands behind them. Place an object in a child's hand and let him try to guess what shape it is by feeling it behind his back. Suggested objects: Circular - bottle tops, bracelet, large buttons, checkers, fruit jar ring, small paper plate, drapery ring; Triangular - triangle (rhythm instrument), triangular shaped building block, prism; Square - small square boxes, building block, square rug protectors, small floor tile; Rectangular - domino, soap dish, small cleaning sponge, small picture frame (without the glass).

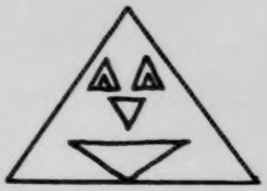
D. Make a set of four posters with drawings and poems. Children learn poems and repeat many times. Children also can draw shapes as on posters and name those shapes.



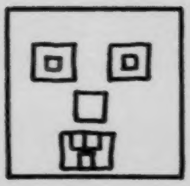
I'm Suzy Circle
Watch me bend
Round and round
From end to end.



Ricky Rectangle is my name.
My four sides are not the same.
Two are short and two are long.
Count my sides, come right along:
One, two, three, four.



Tommy Triangle is the name for me
Tap my sides
One, two, three



Sandy Square is my name.
My four sides are just the same.
Count one side and then count more.
Count to two then three then four.
Turn me around; I don't care.
I'm always the same -
I'm Sandy Square.

E. Using rhymes such as "One, Two, Buckle My Shoe" and songs such as "Ten Little Indians," hold up shoes and Indian feathers with corresponding numbers.

F. How many objects do you see? Have children count specific objects around room and then go to chalkboard where numbers are placed on cards. Select the card and tell how many of that object can be counted.

R-56

A. The children respond to varying volumes of a phonograph or radio. When the phonograph is loud, they clap their hands over their ears. When it is soft, they put their fingers to their lips and say "Shhhhh."

B. One child closes his eyes or goes out of the room while the other children hide an object (thimble, colorful toy, etc.) in an unexpected place. The children guide the child who is searching. They clap loudly when he is near the hiding place, softly when he is moving away, and very softly when he is far away.

C. Using blowing instruments, such as a horn, pitch pipe, autoharp, harmonica, produce long and short sounds and have them respond by holding up a flag or card which shows long or short.

R-57

A. The teacher places a puppet on one hand. The puppet says two or three unrelated words and the child repeats.

B. The teacher presents a sequence of three or four unrelated words. If the child completes the sequence, he may line up, get a treat, or some other privilege.

C. The teacher presents unrelated words in sequences, first two words and then three and four. She picks a child to be "Sir Turn-Around," who always says first the last thing he heard. If a child can repeat in reverse the sequence, the teacher presents, he gets to turn something around, like a paper hat on his head. The activity continues until all the children have had a chance to turn their hats at least once.

R-58

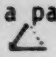
A. Over - Jack Be Nimble: Inserting the specific child's name in the rhyme, the teacher gives the verbal cue to jump over whatever item is being used as the candlestick (balance beam, ten pin, etc.).

B. Under - Limbo: Varying the heights of a rope or a stick, the children go under without touching. Progress from higher to lower. Limbo music may be used.

C. Combined activity - Obstacle Course: Arrange the furniture and other objects in the classroom requiring those skills previously taught. Example: A block tower to jump over; a rope tied between two chairs to crawl under.

R-59

A. Imitation of Design - The child manipulates blocks, parquetry, tiles, beads, or pegs to copy a given design. This may be done from the sample construction provided by the teacher, a pattern card, or a flannelboard construction. This may include color discrimination, shape discrimination, size discrimination, and visual closure tasks.

B. Completion of a Pattern - The child is presented with a partial shape (such as two sides of a triangle, and he draws the third side ) this may increase in difficulty with a picture having many incomplete items.

C. Completion of a series - This task is valuable for the reinforcement of sequencing language: First, Next, Next, etc., Last. A series is presented, i.e. O-□-□-□-△-O- , for the child to complete. The beginning step is the manipulation of beads, blocks, macaroni, Froot Loops, etc.; the next is flannelboard shapes; then they can move to dittoed worksheets. This may have a culminating activity of a necklace of cut up colored straws, packing material of styrofoam, etc., with a design generated by the child. When completed, he may take it home.

R-60 Refer to activities for R-39.

R-61

A. Play See-Saw - Two children take hands facing each other. Have a child express "Where are you?" "Where is your partner?"

B. Use lacing cards made by the teacher or bought commercially or do strip weaving. Demonstrate the over and under. Have the child verbalize what he is doing.

C. Have children pretend to be robots. The teacher tells the robots to go to-from, toward-away from, around, etc.

R-62

A. Leaf Patterns - Put a leaf under newsprint paper and rub the side of a crayon over the leaf to make a pattern, or use the leaf as a stencil and either crayon or paint from the leaf onto the paper.

B. Cut designs from a vegetable (either a potato or a carrot) or sponges. Cut to shapes and have the children dip them into tempera paint and reproduce simple patterns by stamping on paper.

C. Have children collect common objects such as clothespins, scissors, nuts, bolts, pencil, swab, spool, spoon, etc. Have the children trace the object onto manila paper or file folder. Put the objects in an old Pringle's can until the time when the objects can be taken out of the can and matched.

R-63 Refer to activities for R-24.

R-64

A. Caption the child's own drawings as he dictates.

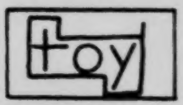
B. Make a book of nursery rhymes which the children have become familiar with, combining the verse and picture.

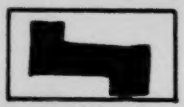
C. Use the experience chart to compose an ending to an unfinished story.

R-65

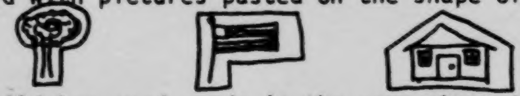
A. Labeling the objects in the room, using the experience chart, and calendar work all reinforce the representation of things with words. Cards with pictures of children hopping, jumping, patting the head, touching toes, etc., with the action printed below also reinforce the idea of representing actions in words.

B. Make a bulletin board display with familiar objects labeled in the configuration of the word. As you discuss the display, help the children locate the configuration which goes with the word label. Say: Look! Look! What do you see? If you can find its twin, Put it up for me.

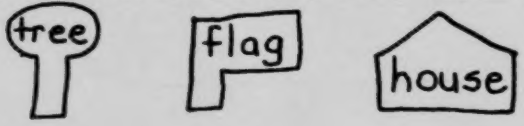




C. Have a board with pictures pasted on the shape of that object. Example:



Then the child has word cards in the same shape to match with the ones on the board:



R-66

A. Use manila file folders divided in half for the opposites. Have a picture for each opposite (example: large-small). On the back of the folder, have a pocket containing various large and small pictures. Have laminated. The child may then place the picture under the appropriate labeled area. You may code the pictures with shapes, colors, etc., to make self-checking. Sources of pictures are old workbooks or Sesame Street Magazines.

B. A good word retrieval practice is to use a sentence completion game after these concepts have been demonstrated in the daily routine. Examples: 1) An elephant is big; a mouse is _____. 2) Maria's hair is long; Billy's hair is _____. 3) I am tall; Nancy is _____. 4) The flag is high; the waste basket is ____. 5) Grandmother is old; the baby is _____. 6) The book is thick; the paper is _____.

C. Choosing pictures from magazines or old workbooks, have each item represented. The child connects the appropriate opposites with yarn; i.e., first vs. last - A child first in line vs. a child last in line. A variation could be a learning center. One member of the opposites pair fastened to a large poster and the other member on a small card to be placed with it. The child then expresses these opposites correctly.

D. Eye Gate Filmstrips - Opposites

R-68

A. Give each child a picture with one object shown (cat, dog, apple, etc., from Peabody Kit or Kindergarten Keys - Economy). Child describes in one sentence something about the picture. Allow more mature child to use several sentences or to develop a story about the picture.

B. Take pictures from sequence stories or from stories such as The Gingerbread Boy, The Three Bears, etc. Have each child describe what is taking place in his picture in order to tell a story.

C. Use large action pictures (from Peabody Kit). Class participates in writing an experience story from the picture.

R-69

A. Using a collection of pictures showing people demonstrating the feelings happiness, sadness, anger, and surprise, the task is to sort the pictures according to the feeling expressed.

B. Read or tell a story to the class and then ask them to think of a name for that story. The child draws a picture of the main idea and then dictates a few sentences about the story to go with the picture.

C. From a random group of pictures, the child listens to a story on a tape recorder which you have prepared and chooses the appropriate one to fit the story.

R-70

A. The teacher arranges a dozen small toys on a table. One child plays the clerk and stands beside the table. Using a toy or imaginery telephone, another child calls the store and orders two or three toys. ("Please send me a red ball, a car, and a crayon.") The clerk carries the toys to the customer and gives them to him in the order he asked for them. All the children take turns being clerk or customer.

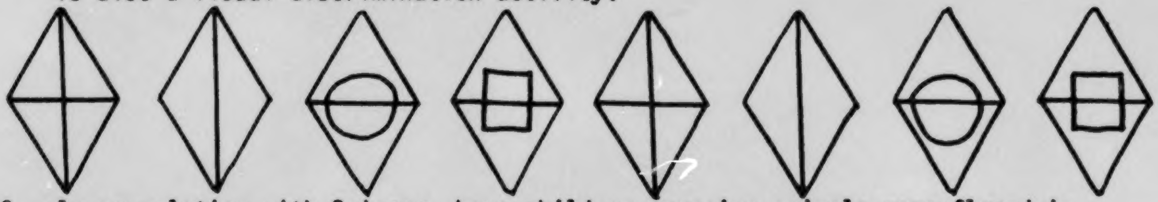
B. The teacher puts five objects on her desk. She calls on the children to point to the objects in the sequence she names. She says a sequence, first of 2, then 3, 4, and 5. The children listen to each sequence and then point. Example: pencil, nickel; nickel, cup, pencil; cup, pencil, book, nickel; pencil, book, eraser nickel, cup.

C. At the end of the session, have the group recall: What did we do first today? What was next? Etc.

R-71

A. Using pictures a teacher already has, have children find certain objects in the pictures. Examples: Find a scarf, a wagon, find something round. Figure ground activity card available from Developmental Learning Material, Catalog 416 - $6.75. Ditto's available from Continental Press and Frostig (Follet).

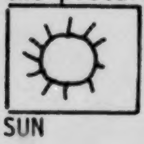
B. Make cards of kite shapes on 3 x 5 cards and have the child match them. This is also a visual discrimination activity.

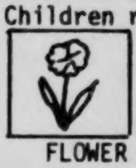


C. In correlation with Science, have children perceive animals camouflaged in pictures as in nature. Many of these can be found in Ranger Rick Magazine or DLM Catalog 551.

R-72

A. Teacher puts two pictures side by side and says the compound word the two pictures form. Children repeat the compound word.





SUN + FLOWER = SUNFLOWER

B. Teacher gives child two pictures. He will put the pictures in order side by side and say the compound word formed by the two pictures.

C. Give the child three pictures. Child chooses the two that will form a compound word. As he displays them, he says the compound word.

NOTE: Also refer to activities for R-16, B.

R-73

A. Starting Out - Which do I say? - "Here are two words: cat - dog." "Which do I say: ca cat Continue with da dog

NOTE: Take great care to produce each phoneme as correctly as possible in isolation. The consonant should not have a heavy vowel with it (do not say buh for [b] or puh for [p]. Unvoiced consonants should be produced absolutely without voice since this is the characteristic which helps the child learn them.

B. Stretching Out Words - I am going to stretch out a word just the way you can stretch out a piece of bubble gum. Listen to this stretched out word: b - oy.

Can you put that word back together again? Now I'm going to stretch out some words which name things in the room. As soon as you know what my word is, point to it: 1) d - or (door); 2) fl - or (floor); 3) l - i - t (light); 4) s - ing - k (sink); 5) b - oo - k (book). As the children point to each one then ask them to say the word.

C. Shut-Eye T.V. - I'm going to pretend that you are my giant T.V. set. You close your eyes while I stretch out the name of a T.V. program; then I will tell you to open your eyes. When I turn the pretend know on my giant T.V., you all say the name I stretched out. Close your eyes: "M-or-k and M-in-dy." Open your eyes! I'll turn on my set - "Mork and Mindy." Continue with familiar cartoons, i.e., Flintstones, Speed Racer, Popeye, etc.

R-74

A. Put various objects on a table. Some of the objects should have the same beginning sound. Have the students name the objects and then pick out objects with the same beginning sounds. Proceed to picture cards. Language development cards are available from Kindergarten Keys - Economy.

B. Make a large book or individual books for beginning sounds with each page having one sound. The pictures are to be cut from magazines and workbooks by the children.

C. Play the game - I see something in the room that begins with the ssss - sound.

R-75

A. Starting Out - Teacher should demonstrate holding the scissors; keeping the blades in opposition; guiding the paper with the other hand; and knowing where to start and stop. If a child is preferring his left hand, the left-handed scissors should be there for him to try. If the teacher is left-handed, she should stand behind him to guide his hand. Repetition of "open-shut them" connects the language to the movement so the child can think about what he is doing. A rhyme to recite is: Open -- shut them/Open -- shut them/Cut along the line!/Open -- shut them/Open -- shut them/ Now you're doing fine! Activities could begin with cutting straight lines of different lengths. The green dots and red dots again may be used for starting and stopping points. Next could be a spiral shape requiring careful guiding of the paper with the other hand.

B. Tasty Two Shapes! - Using the templates in R-48, a triangle and circle may be combined to make an ice cream cone. Paste may be distributed in baby food jars for two children to share. Referring to the "thumbkin" song, repeat that only "Pointer" jumps in the paste jar. Spreading the paste may be associated with putting jelly on bread.

C. Shape Match Ups - After hearing the story "The Little Engine That Could," the children may trace the rectangle, circle, triangle, and square templates to match to a prepared outline on a paper to build an engine.

D. Starting Out with Crayons - Teacher demonstrates the acceptable grip for crayons. Again, the child should choose his preferred hand. The child should begin just experimenting with blank paper to experience the firmness of line, light vs. dark, thin vs. thick, etc. See R-48.A.

R-76 Refer to activities for R-1.

R-77

A. The teacher says three words; two begin with the same sound. Have the children pick out the two that begin the same. This could be done with pictures from language development cards from Economy Kindergarten Keys or from old workbooks.

B. Play a Shopping Game - Use paper bags labeled with the letter, color code, or shape code. The objects should have several different beginning sounds. Have the children place the objects beginning with the same sound in the same paper bag.

C. Make a large circle and divide it into equal parts. Place a picture, each beginning with a different sound, in each section. Give the child clothespins with the capital and small letter printed on each one. Have the child clip the clothespin on the correct section. By putting the letter on the back of the wheel the teacher can make this a self-correcting game.

R-78

A. Balance - Circus Tight Rope Game: Run a line of masking tape across one end of the room; place a large green circle at the left end and a smaller red circle at the right end. While waiting for their turns to walk the tape, they should be seated in such a manner that they must move to their left to reach the starting point of the line. The children must walk the line one foot in front of the other and stop at the red dot. A record of circus-type music or a march may be played to accompany the performance. Some children may need a "partner" for support.

B. Balance on a Balance Platform (Community Playthings); Stay and Sway (Childcraft); or Hop and Clop Stilts (Childcraft). The latter may be teacher-made by using fruit cans (large enough for the child's foot) and ropes long enough to be pulled upward by the child. Romper Room calls them "Romper Stompers."

C. Balance Beams - Progress from a Two-Foot Stand on the beam to a One-Foot Stand and then Walking, always arranging the children so that they progress from left to right.

R-79 Activity implied in skill statement.

R-80 Refer to activities for R-47.

R-81 Refer to activities for R-59.

R-82

A. First Name Recognition - The teacher has each name on separate cards. Each child's desk, mailbox, job chart, etc., also has his name; and he matches the card with the other labels. In writing experience stories, the child's contribution should have his name with it. Then he can locate it in the story.

B. Who Is Next? - At dismissal time, the teacher holds up a name card and asks "who is next?" When the child recognizes his name, he gets to line up to leave. As the children become more proficient at this, the teacher can require the name of the first letter, up to spelling the whole name.

C. Reproduction of First Name - The teacher prepares a paper with a heavy magic marker line with each child's name for him to trace over. The sheet may have several steps: 1) tracing a heavy-lined letter; 2) tracing a fine-lined letter; 3) tracing a dotted-lined letter; and 4) printing the letters without guides. The skills involving control and completion of lines and circles mentioned in this Skills List are the supporting tasks for this skill.

R-83

A. Last Name Recognition - The last name becomes included on the name tags at an appropriate time in the school term. The procedure in R-82.A. and R-82.B. may be followed.

B. Verbal Expression of Full Name - The Hap Palmer record "Learning Basic Skills Through Music Vol. 1" has a name song on it. Other name songs are: "My Name is ...." and "Matching tones." Please refer to R-49.B. A storybook is The Boy Who Wouldn't Say His Name, by E. Vreeken, Follett, 1959.

C. Auditory Sequential Memory - Three helpers are in front of the class, i.e., John, Jose, and Elizabeth. Teacher claps out the rhythm of the name (-/--) and asks whose name she calpped (E.li.za.beth). This may be expanded to include last names.

R-84

A. The child listens to and, when familiar with, repeats nursery rhymes, finger plays or poems. The teacher then leaves out the rhyming word and the child completes; example: Hey diddle, diddle,
The cat and the _________

B. Rhyming Lotto - Use 9 x 12 cards with pictures and matching cards that rhyme. Draw small cards from the pile. If the card rhymes, the child covers the picture it rhymes with.

C. Rhyme Time - Make and laminate a clock shape. Put hands on the clock so they are moveable. Make discs with pictures of objects that rhyme for the number areas on the clock face. The child will match the hands of the clock to two pictures that rhyme.

R-85

A. Use open-ended stories which require the children to find a solution to the problem: 1) Two people get on the bus and there is only one seat left. 2) Another child knocks down a block tower you have build. 3) A little brother has knocked over a favorite plant belonging to big sister. These provide excellent opportunities for role playing.

B. Use of Telephone - The Bell Telephone Company will provide telephones, teacher's guide, and materials to practice with. The teacher helps the children plan the situation and the Speech Patterns to be used in answering or calling. The class should also learn what to do in an emergency -- how to get help and how to speak clearly.

C. Using an opportunity to use the (th) speech sound, face masks may be used for each member of the family. The children using the masks stand facing the group in the order used in the poem:

Thank you, Grandfather,
Thank you, Grandmother,
Thank you, Father,
Thank you, Mother,
Thank you, Brother,
Thank you, Sister.
If I am polite, you see,
Folks will be polite to me.

D. Children may sit or stand in a circle while one child walks around the inside of the circle and the leader sings (Tune: "Farmer in the Dell"):

I'm looking for a friend,
To take a walk with me,
So will you be my friend
And take a walk with me?

The child chooses a friend and they walk together as you sing:

I'm glad I found a friend
To take a walk with me.
We like to be together,
We're happy you can see!

The child who was chosen becomes the "chooser" and the first child returns to his place.

R-86

A. A Sharing Time or Show & Tell period regularly scheduled is still one of the best methods for eliciting spontaneous speech. If a child is displaying low verbal output, the teacher can help by asking him questions which can be answered yes or no about the object he has brought in to share. Once the child is able to do this without hesitation, the teacher may help him expand his verbal participation by allowing him to point to the part he wants to tell about. If he is using a very soft voice at first, the teacher should repeat for the group so that they can tolerate this child's emerging from silence. Acceptance and approval are important with the constant expectation of more.

B. A child who has difficulty speaking in front of the group is often willing to tape record a few sentences about his object brought in to share. In this case, he stands in front of the group, holding the object as the teacher plays the recording.

C. The child who speaks compulsively also needs help in limiting his output so that his speech serves him better. The teacher can use the Word Retrieval methods to help him. For example: Tell me everything you can about this. I will stop you in one minute. Then he tries to tell about his object without repeating any ideas.

R-87 Refer to activities for R-73.

R-88

A. Sound People - Two children stand in front of the others. The teacher gives each one a syllable to say that together can form a word. The children repeat their syllables one after the other. The group raises their hands and the teacher calls on one of them to say the word. Example: Tell the first child to say "side" and the second child to say "walk." Each child says his word when you tap his shoulder. Continue: side-walk; bal-loon; win-dow; air-plane; pic-nic; par-ty; ci-ty; doc-tor. When they become proficient at this, ask for the last syllable or ask "Who has the last sound?"

B. Words with Missing Endings - 1) A banana is yel...; 2) Something sweet to eat is can...; 3) At Thanksgiving people eat tur...; 4) When you have a cold, you snee...; 5) When you draw, you make a pic...; 6) At night you go to slee...; 7) On your hands you have fing...; 8) Your mother cooks in the kitch...; 9) When you go to sleep, you put your head on a pil...; 10) You wipe your hands on a tow....

C. Do It! - I will stretch out a word which tells you something to do. As soon as you know what it is, Do It! 1) st - an - d (stand); 2) s - i - t (sit); 3) sm - i - le (smile); 4) w - a - ve (wave); 5) h - o - p (hop); 6) b - ow (bow).

R-89

A. Pronouns - At snack time, incorporate the words he needs a napkin. What does she need?

B. Use a large mannequin, paper doll, or color form. Dress him. Dress her. What does he need? What does she need?

C. During show and tell have children identify objects. What is yours? What is hers? What is his? What is mine?

R-90

A. Teacher says two words such as cat-cat or cat-cap. If the words are the same, children put thumbs up. If the words are different, children put thumbs down.

B. Teacher says a sentence. Child chooses correct word to complete the sentence. Example: I have a pet (dog, dig).

C. Teacher gives three words, two of which are the same (gum, gun, gum). Child must repeat like words.

R-91

A. At the outset, the children may need specific cues to help them find information in pictures. At this level, the teacher could direct attention: "What colors do you see? Where is the ...? Who is ...? Why is the ...? What shapes do you see...? How many ... are there ?" Etc.

B. What is happening in this picture? What do you think happened after that? What might have happened before this?

C. Please refer to activities for R-92.

R-92

A. Prepare sequencing pictures by cutting up simple comics or old reading workbooks. Make a small pocket chart for each set of pictures made by stapling a 1/2" strip along the bottom of a tagboard rectangle. Yarn tied through a hole in each picture and then secured to the individual pocket chart. The yarn should be long enough to permit manipulation but will keep the sets from getting mixed. The child should be able to sequence at least four elements.

B. When the children have become familiar with a story, such as "Three Billy Goats Gruff," have them plan a play, discussing who will do what, when. Then present the play.

C. The teacher holds a doll and asks the children to tell her exactly how to dress the doll. They must not touch the doll but put all the instructions into words. If they are not in order, of course, the doll will not look right. This may be repeated with other tasks, i.e., "Tell me how to make the pudding;" "Tell me how to get to your house;" "Tell me how to get to the playground."

R-93

A. The upper- and lower-case letters should always be present simultaneously; the commercial cards hung around the room should always show the pairs. A matching practice may be begun through the use of the story "Too Many Pockets." Then make a series of kangaroo cards with the upper-case letter on them and a series of baby kangaroos with the lower case letters. The children find the correct pocket for the baby kangaroo.

B. Prepare two-part ice cream cones with the upper-case letter on the ice cream and the lower-case letter on the cone.

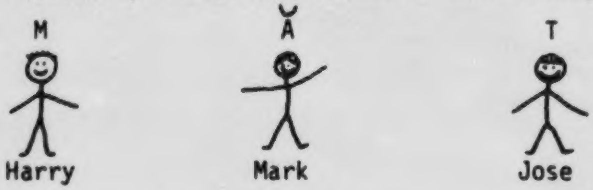
C. Make a 26-car train out of small milk cartons with the tops cut off. Label each car with an upper-case letter. Link the cars together with yarn. The lower-case letters are on small cards which the children place into the appropriate car.

R-94 Refer to activities for R-43.

R-95

A. Deleted Middle Sounds - Here are two words: watch - water. Which one do I say? wa ... er. Continue with: 1) mailman - policeman - po ... iceman; 2) grandmother - grownup - grand ... other; 3) soda pop - summertime - summer ... ime; 4) baseball - balloon - ba ... oon; 5) pancakes - pajamas - pa ... amas; etc.

B. Sound people - Have three children come to the front of the class to be your helpers. They face the group and you stand behind each child. Explain that you will give each person a sound and then you will call on someone to tell where the ă sound is. Teacher produces each sound in an auditory closure style practice:



The response may be the sound Mark has or you may ask "What sound did Mark have?" Then have them say the whole word.

C. Words With Missing Middle Sounds - 1) You eat at a ta ... le (table); 2) A heli ... opter flies in the sky (helicopter); 3) Ladies wear lip ... tick (lipstick); 4) After today is to ... orrow (tomorrow); 5) If you don't forget, then you re ... ember (remember); 6) You put bread in a toas ... er (toaster); etc.

R-96

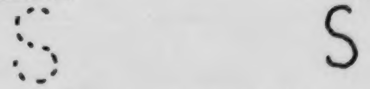
A. Visual Closure - On a flannelboard have a face with all parts except one; progress to a face with several parts missing. Then proceed to a face with all parts missing. The child must complete these three faces in a left to right progression.

B. Have a ditto with three faces; one with one feature missing, one with two or more missing; one with all features missing. The child must complete all three faces in a left to right progression.

C. Cut a label from a cereal box and cut it into pieces. Have the child put in one missing piece. Progress to more pieces missing to assembling the whole puzzle. NOTE: Room puzzles can also be used.

D. Have a silhouette of an object on a card, such as a banana, carrot, fish, tree, balloon, and a picture of the actual object. Have the child match the picture with its silhouette.

E. Construct a set of capital and small letter cards and a set of dashed capital and small letter cards. Have the child match the dashed letters with the solids: Dashed Solid



A step further would be to have a set of laminated incomplete alphabets and have the child add the missing part.

R-97

A. This skill is not expected to be mastered at this age since an individual's handedness is often not established for another year. The importance should be the awareness of a mid-line. This can be done through discussion of the nose and chin as being the middle and imagining being divided along that line with one side called left and the other called right. Cues may be utilized, i.e., smiley stamp on the right hand, a piece of yarn on the right wrist, different color foot prints on the floor (see R-46). With the right and left members cued as mentioned, play "Do The Hokey Pokey."

B. Rhythm Walk - The Duke Street Strut - Child walks in a contralateral pattern: He swings his left arm toward his right foot and vice versa. Emphasize this contra-ateral movement by having the children walk to a fast or slow beat of a metronome and point exaggeratedly: right hand to left foot, left hand to right foot, and so on. In addition to rhythm walking forward, the children walk sideways in an apart-together step while they point right hand to left foot and vice versa.

C. Bimanual Circles on Chalkboard - The child stands facing the chalkboard and holds a large piece of chalk in each fist. He places the chalk against the board and simultaneously moves both arms in rhythmic circular movement. The goal is to move both arms in a synchronized, purposeful direction. Be sure to put an X at the mid-line to help the child keep the limits.

R-98

A. Tying Shoes - Plastic cleanser bottles may be cut to receive a shoe lace. Put different colored tape on ends of lace. Tying is done in 3 steps: (1) Make an X with the ends of the lace; (2) One color goes underneath the other; this forms the knot; (3) Make a loop between Thumb and Pointer; wrap the other end around the loop and Pointer; the Pointer finger represents the rabbit peeking out of his hole; make another loop and put it through the rabbit's hole; tighten to make the bow.

B. Buckle the Shoe - Staple old belts on cardboard for practice.

NOTE: The difficult step in these tasks in the change from working on the object facing the child and then reversal for the actual tying and buckling on the self. There are many commercial items available for this practice, plus snapping and buttoning.

R-99

A. Put On Boots - Child places boots in front of himself and matches his foot to the shape of the boot. This will probably require a check by the teacher. A plastic baggie over the foot facilitates pulling the boot on.

R-100

A. Bat the Balloon - Each child tries to keep his balloon from touching the floor by tapping it with (1) two hands, (2) then one hand, (3) then the other hand, (4) then alternating hands.

B. Ball Bounce - Repeat the sequence mentioned above with a ball bounced on the floor. Some children may have to begin by catching the ball with two hands after each bounce and then progress to successive bounces. This increases in difficulty with the smaller sized balls.

C. Follow the Leader - With the children in a circle, the leader demonstrates the kind of bounce to be imitated as the ball goes around the circle. This provides excellent practice in Sequential Memory. See Kindergarten Keys, p. 350.

R-101 (These are all concepts that should be incorporated in daily routines. These are some suggestions on how to do it.)

A. First-Last - Have children line up and ask "Who is first? Who is last?" In sequencing activities, use the words first, next, last in positioning pictures.

B. Read a story. Retell the story and then what happened.

C. Once and again - Bounce a ball once and bounce it again.

D. Now-Later - Give the children two tasks. Examples: Wash your hands now. Have your snack later. Have them express this by asking "When will you wash your hands?" "When will you eat your snack?"

E. Using the daily weather chart, ask questions to which always, sometimes, never can be answered. Examples: When do we have weather? When do we have rain? When does it snow butterflies?

F. Are you ready to do some task? Not yet - answer. Leave the room. Clean up the room. Play a game.

R-102 Refer to activities for R-64 and R-65.

R-103

A. Have a daily time set aside in your room for SSR (Sustained Silent Reading). Children can share their book with another child in their class.

B. Teacher reading daily to the class from trade books and eliciting responses about the stories either through retelling puppetry, pantomine, etc.

C. Have children identify labels from commercial products that children are familiar with.

R-104

A. Each time the teacher prints a word on the experience chart or the chalkboard, she repeatedly points out the limits of that word and that there is a "finger" space between each word.

B. When the children begin to print their own names, starting and stopping cues may be provided to help the child recognize the limits of the words.

C. When some of the children become proficient with R-24,C, a flannelboard may be arranged with "Good Morning to you" and corresponding configurations. The children arrange the configurations to match the message taking care to maintain the spacing.

ACTIVITIES GUIDE FOR ELEMENTARY COMMUNICATION ARTS SKILLS LIST

Introduction

1. The Activities Guide provides suggested teaching strategies and student activities to assist teachers in understanding the intent of the skills and to assist them in the teaching of the skills. For some skill statements no activities have been provided because the activity is implicit in the skill statement or in the accompanying SAM.

2. All skills have been numbered sequentially; therefore, any skill repeated in two or more levels always carries the same number. Skill numbers correspond to numbers in the Activities Guide.

3. Readiness skills carry a separate sequential numbering system, with each number preceded by R, i.e., R-1, R-2, etc. This numbering reflects the fact that readiness skills are not repeated in Levels 1-6. Readiness activities numbers correspond to readiness skills numbers.

4. Wherever feasible, each skill has at least three activities, designated A., B., and C., which reflect an increasing level of difficulty.

5. For those skills repeated in two or more levels, activities appropriate at each level have been provided wherever possible.

6. Teachers are encouraged to use the resources in the Field Experience Guide and the Community Resource Guide. References to these documents are included in the Activities Guide for appropriate skills.

1.

A. Crossing the Line. The children cover their eyes while one child crosses a line on the floor. They guess how the child has crossed the line (walked, hopped, skipped).

B. Thumbs Up, Thumbs Down. Teacher or child says two words. If words are alike, children put thumbs up. If words are not alike, children put thumbs down. Can also be used with beginning and/or ending sounds.

C. Listen and Act. Instruct the child to do what the word tells him/her to do, but only if it begins with the chosen sound. Example: Listen for the "s" sound; skip, hop, sweep, stand, lie down, rest.

2.

A. Simon Says.

B. Direction Game. Child is given two simple directions, for example, "Go to the back of the room and hop back to your seat." Increase number of directions.

C. Give each child a complete set of color strips. Say, "Listen carefully and I will tell you how to make a color chain. Make a chain using green, red, white and blue." Vary oral directions.

D. Fold pages into four sections. Give children directions to draw objects in each section, for example, draw two red balls in box #1.

E. Flying. Class stands. Leader stands and says, "The sparrow is flying." Class flaps arms. Each succeeding time the leader changes the animal's name. When he says an animal that doesn't fly, children remain still. If they move, they sit down.

F. Come to the Circle. Arrange chairs in a circle. Teacher says, "There's room in the circle for people whose names begin with R." Number words, color words, etc. can also be used. Variation: Teacher spells a name (first or last). Child raises hand when he/she hears name spelled.

G. Simon Says. (Written variation) Teacher writes directions on a card. Example:

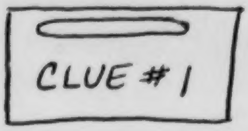
1. Get a yellow piece of paper
2. Cut 3 blue balls and paste them on yellow paper
3. Draw 5 brown cats on yellow paper
4. Cut 1 orange square. Paste on yellow paper

H. Station or teacher - directed group activity. Duplicate short stories or pictures for each child. Give oral directions for child to follow. Example: "Circle the toy that can fly. Underline the child that is playing with that toy."

I. Build My House. Make a ditto of a house. Divide it into four or six parts. On another ditto, draw four rooms, i.e., kitchen, bedroom, living room, bathroom. Have the child or teacher separate the rooms, then direct them where to place the rooms. After they place the rooms, they can paste them.

J. Pot of Gold. Make a list of clues for children to follow. Example: Find six compound words. When child finishes the task, he/she places it in an envelope and begins clue #2. Each clue brings him closer to the pot of gold which can contain prizes, privileges, jokes, riddles, etc.

Child's work goes in large envelope.



K. One person is an airplane, another - control tower. The "airplane" is blindfolded and guided through obstacles by following oral directions given by the control tower.

L. Divide the class into two teams. Choose a category such as furniture, toys, animals, etc. Read a story to the class. The students listen for words (nouns) in the assigned category. When such a word is read, the child who hears it, jots it down. At the end of the story, the team with the most points, wins.

M. Read a poem or short story selection and have the children illustrate it, including as many details as they can remember.

"The Pirate DunKirk of Dowdee" is a good poem to use for description.

N. One child is the "Robot." Another child is his "Master" and tells him to walk to the south, to the east, to the north, or to the west. The "Master" may tell the "Robot" to tap the table in the northeast corner of the room, look through the window which is farthest south, etc. The "Robot" and "Master change places.

O. Listen to the following letters. I will ask you to choose one letter by its ordinal number. For example: A Q Y E N; If I ask for the 3rd letter, you would write Y.

Try these: MORGY - 2nd: RXBUW - 4th; LPGCM - 1st; ZOSNI - 5th; ESRDH - 2nd;
SKTOV - 3rd; EJUXN - 1st; RBAFN - 5th; GCUWX - 4th; NEMIS - 2nd;
LHDJQ - 1st; IVLWZ - 3rd.

P. Use graph paper. The teacher gives directions such as, "Start near the top of your paper. With your pencil follow a line to the right four spaces. Now go down one space, over to the right two spaces, down one space, to the right two spaces, down one space, and to the right three spaces. What have you drawn?" (Stairsteps)

Buildings, animals, geometric designs could be drawn in a similar way.

3.

A. Have children draw or color a picture of the main character or an incident from a story.

B. Clap or march in response to the rhythm of a song or selection of music.

C. Paint to music.

D. While listening to a story, have children sequentially "construct" a flannel board picture from pre-cut pieces. Example: Story of Babar - begin with a plain grey elephant in a sitting position. Add, when appropriate, a white shirt, green suit, bow tie, shoes with spats, brown derby hat. Finished picture shows Babar, fully "dressed", sitting in a red open-top car.

E. Convert a book into an ektagraphic slide/tape presentation. Using simple puppet figures (stick puppets, paper bag puppets, and so on) present the story or an exciting scene from it.

F. Have children listen to "talking books" in the Media Center. Reading skills are reinforced as children follow along.

G. Select from a list of words those which most nearly convey mood of music.

H. Fashion a mobile from items related to a story. Display them in the Media Center.

I. Create a wall hanging for the Media Center or a story corner. Depict favorite characters or scenes from a book.

J. Film (porta-pak/8mm camera) a scene from a book with several children taking parts. If desired, use props and costumes. If children know the story, improvise the script.

K. Contact County Library - Community Resource Registry - Topics: Pantomime, Photography, Puppetry, Theater, Ventriloquism.

L. Tape record a dramatic reading (Reader's Theater) of a scene from a book. Students select the scene, and several help read it dramatically.

M. Write a brief narrative conveying the mood of a musical selection.

N. Learn to play a game mentioned in a book. (This might be an old-fashioned game or one from another country).

O. Cook a food mentioned in a book. Cook your recipe at school or home. (Don't forget to practice safety.)

P. Write a parody of a book. Parody the entire book or one scene. As an example of a parody, read Jim and the Beanstalk by Raymond Briggs.

Q. Read a short poem or the lyrics to a song. Choose musicians to play a harmonica, kazoo, bongos, tambourine, etc., to the rhythm of the reading. Children may be eager to write and to have their own pieces interpreted musically.

R. One clever poem written to the music of "Alexander's Ragtime Band" might spark some creative thinking. I like to fly, I like to bite, I might just bite you on the nose, I like to eat, I like to fight, I like to wear blue baby clothes. You can find me in the swamp, where it's really nice and damp. Making paper airplanes underneath fluorescent lamps, 10 cents will get you to the door, Smorgasbord! Come on and fly, Come on and bite the puppet people in their cars, Come on and play, Come on and say, "I want a ticket to the star.!" and if you care to hear "The Twelfth of Never" Played by psychos: Come on and sing, Come on and swing, The "Mosquito Serenade" - Penny and Ruthie Glover.

S. In Wishes, Lies and Dreams pp. 224-245, Kenneth Koch discusses techniques for usin music to evoke images. He suggests using "William Tell," Stravinsky's "Firebird Suite" or "Le Sacre du Printemps" (The Rite of Spring). Also, piano pieces by Liszt, Debussy (Etudes) and Copin may be appropriate. Symphonies of Charles Ives, electronicmusic of Stockhausen (especially "Stimmeing, Song of the Youths," and Tehemusik).

Ask children to get comfortable, try to see a place where the music takes them. Maybe they will also see a person or things. Play the music and tell the children to begin writing when the picture develops in their minds. If the tempo shifts or dynamics change, ask them to write what is happening now. Be sure to write in narrative form.

Allow children to share their impressions with the class. If some want to rewrite their compositions as poems - fine. Tell them after the selection what the music was to which they responded.

T. A "Doing" poetry lesson. Read "February" by John Updike from Good Morning to You, Valentine by Lee Bennett Hopkins. (1) Become familiar with the poetry. (2) Discuss things that are part of February. Read the Poem aloud. Zero in on the ideas surrounding Valentine's Day. (3) Read "Valentine From a Bird" in same collection p. 14. Discuss feelings expressed through valentines. Bring conversation hearts (candy) and have children read them and share what the sayings mean. Collaborate to prepare a list of words and phrases which could be used for poetry writing. (4) Read poetry together. "Valentine for Earth" by Frances Frost is a good poem to develop into a choral reading. Add sounds, motions and props suggested by the children. Add a verse to the poem. 5) Develop a valentine poem or verse to sen with cards to the Heart Association patients.

U. Poetry Response - Choose a short poem appropriate to the season and read it to the class. During the second reading, the listeners say it simultaneously to themselves. During the third reading the children try to speak as much of the poem as possible. Children may then try to write as much of the poem as they can. Maurice Sendak's book Chicken Soup With Rice lends itself well to this activity since it contains a poem for each month.

V. Use Responding to Literature. Lesson p. 18 of Literacy Plus. Directions are clear and concise.

W. See Field Experience Guide. School District of Lancaster under Fulton Opera House, levels 4, 5, 6. WGAL - TV, level 5, WLAL - level 5, 6.

4.

A. Teacher displays a limited number of pictures. One child in the group describes one of the pictures. First child in group to decide which picture has been described, becomes "it."

B. Guess What It Is. Class sits quietly while "it" describes an object in the room. The first person who guesses what the object is, becomes "it."

5.

A. Listen to a poem or shortstory such as "Boats Sail on the Rivers" by Christina Rosetti. Listen for things the author thinks are pretty and, especially, the prettiest. List the pretty things on paper.

Boats sail on the rivers, and ships sail on the seas; But clouds that sail across the sky are prettier far than these. There are bridges on the rivers, as pretty as you please; But the bow that bridges heaven and overtops the trees, and builds a road from earth to sky, is prettier far than these.

B. In "The Wind" by Robert Louis Stevenson, listen for the things that felt the wind. His "October's Bright Blue Weather" is full of things the writer likes about the month of October.

C. Child listens to tape (commercial or teacher-made) and responds as directed.

D. Teacher reads a short story and writes character names on the board. Children are given one minute to think and then recall one detail about each character.

6.

A. Listen to mystery story and indicate clues which lead to conclusion.

B. Teacher chooses item or person in the room and tosses a bean bag to a child who asks a general question. As questions become more specific, the item or person is discovered.

C. Deciding What to Do. What would you do? You stayed in the sun too long and got a painful sunburn. Would you _________ (1) Mention your trouble to everyone you met, (2) Rub oil on your sunburn, (3) Hold an umbrella over your head, (4) ____________________________________.

7.

A. Place a sentence on the board which could be said several ways depending on the punctuation heard. (1) You are going (. ? !) (2) That's a nice dress (. !) (3) Well, let's get started. (4) I'll be returning next week. (5) Do you understand what you're doing? (6) You take care of the money.

B. Present sentences that can be read with different voice inflections. Explain to children, with examples, how punctuation affects the meaning of a sentence. Then write a short conversation on the board containing sentences that can be said several ways and have children copy on paper and punctuate. Students may read these aloud to show the different meanings.

C. Teacher records several sentences using different voice inflections. Student listens to tape and records on paper the punctuation mark needed.

8.

A. Listen to an advertisement on radio or TV and discuss the content for fact, opinion, appeal to our senses, etc.

B. Have children write a paragraph about a controversial issue such as cafeteria food, behavior on school buses, playground equipment, etc. Share these orally and have classmates evaluate the content for fact, opinion, convincing ideas, etc.

C. Begin by telling a tall tale of your own with lots of gusto. Discuss what makes it a tall tale: exaggerated sizes, distances, abilities of the character, surprises and sometimes great success in the face of impossible odds. Suggest, then, that each one writes a speech about himself - handled in liar's style of course. After writing personal packs of lies, have the students present them to the class. The children can listen to evaluate the content and a "Champion Liar" may be selected.

9.

A. After listening to a short story or poem read aloud by teacher, child chooses the appropriate main idea from a list of three sentences.
Variation: Child can choose from a group of available pictures, that picture which most nearly conveys the main idea.

B. Arrange with media specialist for a learning center to be set up in media center. Small groups may be sent to listen to a teaching tape and complete an accompanying worksheet. Example: Miss Merry's Surprises. Media Materials, Inc.

C. After listening to a fable read aloud by teacher, child chooses the appropriate moral or lesson of the story from a list of three morals. Variation: Teacher places moral of fable on board or on oak tag strip. Child listens to more than one story and chooses the story which best illustrates the moral.

D. After sharing time, teacher asks class to match the speaker with his/her topic written on the board. Examples: TV program watched, sports event attended, birthday celebrated, book read, visit by a relative/friend.

10.

A. Ask Me Another. Use Ripley's Believe-it-or-Not or Guinness Book of World Records to track down some unusual facts and convert them into puzzles. For example: George Peters of Freeport, Long Island, has an unusual collection of 49 rocks. What's unusual about the collection? Students ask questions that can be answered by yes or no. It happens that this set of rocks was collected from the highest point in every state except Alaska. Children will need to listen to establish facts and to build relationships. They will also recognize certain "narrowing down" kinds of questions. Examples: In 1965, during Hurricane Betsy, a hole was ripped in the roof of a New Orleans home. Heavy rains came in through the hole, but there was no water damage. How did this happen? (The water leaked into a bathtub and ran down the drain.) In 1927, a letter written by Button Givinnett was sold for $51,000. Why? (Givinnett was one of the three men from Georgia to sign the Declaration of Independence in 1776.)

B. Like, Unlike, Unique. Pair students for introduction interviews. The goals for each pair are: (1) find something they have in common; (2) find something they disagree about; (3) find something each may think is unique about his/her partner. Provide about five minutes of interview time. If children have trouble getting started, suggest categories such as: things you enjoy eating, special sounds, things you like to look at; favorite song or musical group, nickname, etc. Jot down what you have to say about the other person so that when the information is shared, time is not wasted. Try 6-8 of these each day. This may lead to a discussion of diversity and uniqueness and later perhaps, to further consideration of values and self-concept explorations.

Shortly after the introductions, you might ask students to try to list eight or ten students' names and one thing that was said about each. Extending the concepts, the students could conclude certain things about the class in general.

C. Common Traits. This is a small group activity which provides an opportunity for kids' working together to use the communication skills of listening and writing. The class is divided into groups of 4 or 5 members. A recorder and chairperson are selected. At a given time, each group discusses things the group members have in common. A score sheet similar to this one should be kept. Each similarity scores as many points as the number of people who share the trait. For example: If two children share the same trait, the team gets two points. If three like music, the team receives three points, etc.

GROUP A	MARY	BOB	TOM	JASON
May birth		X		X
Blue eyes	X		X	
Dad's name		X	X	

11.

A. Begin an add-on story. Have students take turns in adding a few sentences, keeping to the subject. Decide the time to bring the story to a close, then have a student tell briefly about the plot of the story and the sequence of events.

B. Read a short portion from a news item and ask a student to summarize it. Have his classmates criticize the correctness of his recall of sequence of events.

C. Somebody Told Me. While "Summer Vacation" stories are often short on inspiration, if written or shared to the entire group, they may surface as interesting tales if shared in pairs. After a short period, switch pairs and have children talk some more. When each child has talked with 4 or 5 others, students move into a large circle for a game. Have each child remember something funny or unusual that was shared with him/her and recall it in a circle to the class. Perhaps, the child could say: "Someone told me that....." Others have the chance to guess who the "someone" is. Whoever guesses correctly can offer another "someone" statement. If no one guesses the "someone" becomes the next speaker. In addition to having fun, sharing listening and speaking, children are getting acquainted and you don't have to carry a stack of papers home.

12.

A. Place simple picture cards along chalk ledge. Each child chooses one card to tell about on the tape recorder. Record.

B. Use poems or jingles stressing sounds that are difficult for some children, such as "I Saw a Ship-a-Sailing." Provide many opportunities for boys and girls to hear sounds correctly articulated. Use poems with refrains; have children repeat refrain. Stress clear enunciation.

C. Have child introduce two children to each other and/or teacher.

D. Student reads or talks and tapes his own voice.

E. Share news, and encourage everyone to participate.

F. Have one child "telephone" the other, and the two have a conversation.

G. Discuss current events.

H. Practice pitch variance through reciting poetry, class presentation and choral reading.

I. Children practice giving clear explanations. Examples: Making a kite or paper airplane, making cookies, playing a game.

J. Play "Whispering Down the Lane" by beginning with a short sentence or tongue twister. Divide the class into two teams and whisper the sentence to the first person on each team. After each student whispers the sentence to the next person, the last one tries to repeat it orally. Whichever team has reproduced the sentence most accurately, receives a point.

K. Two children stand back to back. Each draws a simple picture or a diagram that cannot be seen by the other child. One dictates directions for drawing a replica of his own picture while the other child tries to draw it from the oral directions. When finished, the children share their drawings and discuss improvements in speaking clearly and good listening skills.

L. Limited Vocabulary. Have children pretend that their speaking vocabulary is limited to four words. Write what these four words would be. With a partner, speak using only these four. He must say something to you using only his four words Now give each other your words. Now you have eight words to use. Change partners using your eight words, then add his eight so that you now have 16 words. Now try to write a poem using these 16 words. Try it again.

M. How To! Giving directions - print simple procedures on cards. Use ideas such as: How to sharpen a pencil, how to tie a shoe, how to play kickball, how to hold a baseball bat and hit a ball, how to go from our room to the lunch room, how to travel from the school to your home. Have each student choose a card and practice oral directions to present to the class.

N. Pretend to be giving a party at home. Plan a direct route for the guests from the school.

O. Ask a child to review work of the previous day for a child who was absent.

P. Participate with classmates in expressing ideas about topics such as: (1) Caring for school property; (2) assuming part of work as a committee member; (3) observing safety rules on the playground.

Q. A child summarizes a portion of story read by the teacher the previous day before he or she continues reading to the class.

R. Give a short chalk talk on a book, a process, a personal experience.

S. Pretend that you are another person in the class. Be sure to include who, what, where, when and why statements about the person in your description.

T. Assign topics for panel discussions. Topics should be thoroughly researched so that each participant can speak knowledgeably about them.

U. Dress as a book character and give a brief review of the book to your class.

V. Pretend that you are a sportscaster. Write and tape record a play-by-play description of action in your favorite sport, using as much special vocabulary as possible. Listen to your recording and judge how interesting and exciting you made the action for your audience. Give an oral presentation to the class.

W. Do choral readings of poems. Use tapes when children do choral reading. Play back so that children can discuss qualities in the reading and suggest improvement needed.

X. Dress as a book character and present an excerpt from an experience from a book which you have read. Have the children "become" a character from one of their books, too.

Y. Choral Reading - Oral Presentation

Divide the poem for class reading as a choral reading assignment with solos, groups and sub-groups. Example: Ditto "Blow Blow" by Lois Lenski with divisions made for spoken parts.

All - Blow, Blow, icy winds blow
Solo I - Bearing your burden of heavy snow,
Sub-group - Creep, creep little snowflake, creep
Solo II - Over the fence, the grass and the stone, over the little house standing alone
Sub-group - Cover them all with a blanket of white, cover them softly all through the night.
All - Blow, blow icy winds, blow
Solo III - Pile up your drifts of cold, cold snow
Sub-group - Soft, soft, little snowflakes lie still on sloping prairie and rising hill
Solo IV - Over the grasses the lambs and the sheep, Over the cattle huddled in a heap
Sub-group - Cover them all with a blanket of white
All - Cover them softly all through the night.

13.

A. Put objects in box. Child feels and describes object.

B. Child feels words kinesthetically. Ask him/her to sway arms like branches, glide like a bird, whirl like a top.

C. Have a child suggest a sentence, with another child changing the noun. Examples: The car is parked. The automobile is parked. The bus is parked. The taxi is parked.

D. Show pictures and have child give one or more descriptive words for such words as: hamburger, icicle, feather, nurse.

14.

A. Living Pictures. Child pantomimes the act of hammering, fishing, kicking a ball. The others tell in a sentence what they think child is doing.

B. Add words or phrases to a sentence. Say "I went outdoors" _______________ and ask child to add words to complete sentence. Example: to play, after school, with friends.

C. Show picture of events. Child tells in a sentence what is taking place.

15.

A. Have children make masks from construction paper or paper plates for use in their own puppet shows.

B. Have children pretend they are their favorite pet's mother or father. They can tell stories about their baby/babies.

C. Have children tell what might have happened during the night if a favorite toy had come to life.

D. Talk Box. A talk box is simply a medium-size box covered with colored paper. A picture that holds some special appeal for the children in the class is mounted on each side of the box. A child takes the box and selects a picture from the six mounted on it. He then talks about what the picture says to him, sharing his thoughts with other youngsters in the class or in his small talk group.

16.

A. Cut a series of story pictures from workbook. Children arrange pictures in correct sequence and tell story, using pictures.

B. Experience chart - teacher writes sentences as children develop an experience chart relating all of the day's activities in the order of occurrence.

C. Cut comic strips apart; children put in sequence.

17.

A. Have a child explain to class how to bake something.

B. Have child think of things he does to help at home, such as setting the table. Child tells how he/she does the task.

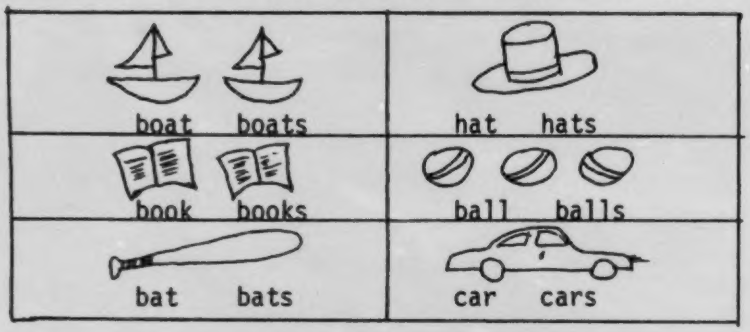
C. Write class and individual recipes.

18.

A. Use pictures showing one object or more than one of same objects. Child says, in a sentence, what is on the picture card. "I see one balloon." "I see two snakes."

B. Write the following on word cards: clowns, farmer, bus driver, teacher, lion tamer, dancers, astronauts, jugglers, painter. Display cards face down in a pile. Divide children into small groups and have each group select a card. Have children look at their card and decide how to act out the name on the card and whether they need to show one or more than one person. Have the groups take turns pantomiming the name on the cards, while the rest of the class tries to guess who they are.

C. Have children complete the following worksheets by circling the correct word form.



One (cat, cats) sat on a mat.
Three (dog, dogs) ran at the cat.
A (cat, cats) can climb a tree.
Six (boat, boats) were in the water.

19.

A. Have children dramatize: using telephone, greeting people, asking for help, making introductions.

B. Children take turns dramatizing scene where social amenities are involved. Example: a girl leaves the home of a friend after having lunch.

C. Develop a list of topics. Decide with whom or when it would be appropriate to discuss each topic. Example: Topic - summer vacation, When - social studies, sharing time, free time.

20.

A. Cut out several pictures showing activity (from magazines) and mount them on oak tag. Distribute pictures, one each, to a group of children. Instruct children to think of a sentence that tells about their picture. Have the children show their pictures and share their sentences with the class.

B. Speech Balloons. Draw two stick figures on chalkboard. Make a "Speech Balloon" for each one. Write a question in one speech balloon and leave the other blank. Have children contribute an answer.

C. Have children orally complete rebus sentences. Example: Once there were three

_________. They found a _____. "Good" said the _________. Now we can _________.

21.

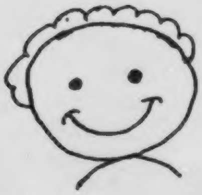
A. Possessive Match. Ask each child to select one object that belongs to him/her - purse, pencil, crayon, etc., and write his/her own name followed by 's and the word for the object on a 3" X 5" card. Cards are collected and placed face down on a table. Another stack of cards (prepared by teacher) is placed face down beside the first stack. This second stack contains general sentence endings that would fit any object named by children. Examples: is lost, got wet, is not here, is new, etc. One at a time, the children will go to the table, take a card from each stack and read the sentence formed by the cards. Repeat game by shuffling cards.

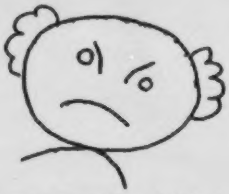
B. Write several phrases on chalkboard. Each phrase should contain a "potential" possessive. Have children say the possessive orally. Examples: The cat belongs to Jim. (Jim's cat), the ball belongs to Sally, the dog belongs to Pete, the lunch belongs to Sue, the bike belongs to David.

C. Possessive Puzzle. The children draw a picture of a person and a favorite pet or toy, then tell a story about the person and his pet or toy, using possessive forms.

22.

A.





Children draw two faces - one happy and one sad - which they attach to popsicle sticks. As they listen to a variety of expressions read aloud, children identify the mood being expressed by raising the appropriate figure. Responses may vary with changes in tone and voice inflection. Examples:

"hooray"
" oh , rats"
"darn"

"good grief"
"oh, boy"
"wow"

B. Children will go through old magazines looking for pictures which are representative of such expressions as:

Thank heavens!
Too bad.
Better luck next time.
Congratulations.
Lucky you.

Children will take turns holding up pictures and giving aloud the corresponding expression.

C. Students will choose an expression and write an episode in which this expression might be appropriately used in conversation.

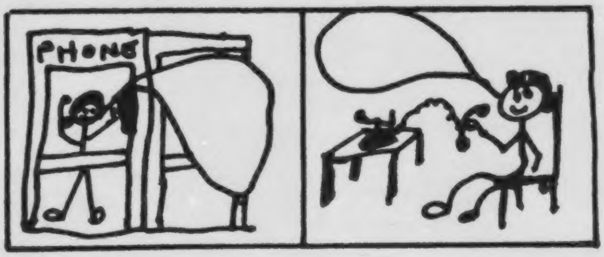
23.

A. Skill statement or SAM implies the activity. Careful attention to the use of double negatives and instruction as needed.

24.

A. Have children make tin can telephones. Have one child as operator; the other as person reporting a fire or emergency, requesting person-to-person service, or unknown telephone number.

B. Have children supply telephone conversations in the "speech balloons" appropriate for each picture that is presented. Example:



C. Telephone Box. Teacher prepares several situations requiring telephone usage on 3" X 5" index cards. Cards are placed in box from which pairs of children select situation to role play.

25.

A. Skill statement implies activity.

26.

A. Spin a Yarn. Teacher provides a ball of multicolored yarn for the telling of a story. When he/she reaches a different color yarn, the ball is given to a child. Each child continues with the story until he/she reaches a new color.

B. Having Good Feelings. Discuss with the children how everyone has good feelings. Tell the children something that makes you feel good and what it is about the thing that makes you feel good. Have those children who wish to talk, tell about their good feelings.

C. Give each child who wishes to speak the opportunity to tell about something he/she wishes for. Ask children to tell how they would feel if they had the thing they wished for. Be sure to take your own turn too.

D. Read several fables and discuss similarities and differences in a) character traits, b) unusual vocabulary, c) lesson taught (moral).

E. Read and discuss proverbs such as "One finger cannot lift a stone," "Haste makes waste," "One good turn deserves another," "A bird in the hand is worth two in the bush."

F. Discuss the items in Guinness Book of World Records or Ripley's Believe It or Not. Give only the first part of the story and have children ask questions which can be answered by yes or no. They learn to listen closely and rely on previous information.

G. Compare biographies written by two different authors about the same person.

H. Discuss the propaganda categories and have children look for examples in news articles, magazines or on TV. Assign one of the seven categories to small groups.

1. Name calling. The propagandist tries to get us to hate or fear someone or something, by giving "bad names" to these people, groups, nations, and beliefs which he wants us to dislike.
2. Glittering Generalities. Words which appeal to us are used such as truth, freedom, liberty and progress. (The propagandist tries to get us to accept generalities without checking facts.)
3. Transfer. Something we respect is connected to the program. Statements like "Our country's heroes use this product" might be used.
4. Testimonial. The propagandist may hire famous people to appear to "like" the product.
5. Plain folks. Public figures may try to get us to like them by pretending to be "plain folks" among the neighbors.
6. Card Stacking. The propagandist tells half truths, leaves out facts, doesn't tell the other side.
7. Bandwagon. "Everyone's doing it, so we should too."

Each small group finds as many examples of their category as possible and shares them through a reporter to the entire class. Collages or murals could be prepared for bulletin boards.

27. See activities for skill 12.

28. Same as above.

29. Same as above.

30. Skill statement implies activity.

31. Skill statement implies activity.

32. Skill statement implies activity.

33. Skill statement implies activity.

34.

A. Using sandpaper letters or raised letters; trace letter with finger or fingers.

B. Child is given card with manuscript letter. Using clay, the child forms the letter over the letter form on the card. Using his index finger the child traces or flattens letter form and says its name.

C. Using a salt box, the child reproduces a letter shown on a card.

D. Cut a hole in the side of a large grocery bag. Staple the top to form "feely" bag. Place cardboard or wooden letters form and identifies it by touch.

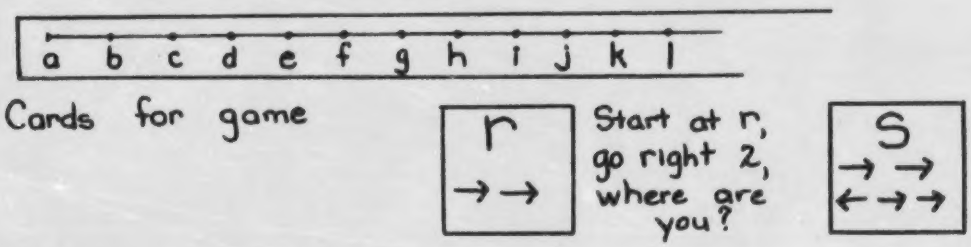
E. Read aloud the book Crictor, by Tomi Ungerer. Have children identify letter shapes formed by the pet snake in this story. Librarian might be asked to do this during story period.

F. When teaching manuscript letters, use puppets. Associate one with straight strokes, one with slanted, one with circles, one with humps.

35.

A. Cut out patterns of feet. Place a manuscript letter on each. Position on floor to make a path. A child names as many as he can; when he misses his place, he puts a name card by that letter. Next turn he starts there. First one to get to the end of the path is the winner.

B. Alphabet Line (like number line):



C. Egg carton with letter on inside - with letter place marble inside. Shake carton - have child identify letter form when marble lands.

36.

A. Use alphabet cards with flannel backing. One child puts a capital letter on the board. Another child matches the lower case letter.

B. Match upper and lower-case letters. Put lower-case letters on spring - type clothespins and clip them on card to matching upper-case letters.

C. Make placards that will fit around heads. Have children find partners in room matching upper and lower-case letters.

D. Children work at the board in groups of two. Ask one child in each group to print a capital letter and the other to print its lower-case partner.

37.

A. Place the following strokes on the blackboard or dittoed paper. See what related capital letter forms they can make from them:

I (F E) II (H N)

38.

A. Write all upper-case letters and lower-case letters in manuscript: a) trace broken-line letter forms; b) practice writing letters by writing;(1) first name and initial, (2) copying simple messages, (3) writing brief captions to accompany pictures.

39.

A. Skill statement implies activity.

40.

A. Adapt activities for Skill 38.

41.

A. Same as above.

42.

A. Adapt activities for Skills 36, 38, 47.

43.

A. Same as above.

44.

A. Same as above.

45.

A. Same as above.

46.

A. Same as above.

47.

A. Begin the transition by practicing individual strokes which help make up cursive letter.

B. Practice letter combinations on prepared dittos.

48 - 53.

A. Skill statements imply activities.

B. Skills should be reinforced in all written composing.

54.

A. Match rhyming pictures - cut small pictures from catalogues, old workbooks and past on small cards. Children then match the rhyming pictures and pronounce the words.

B. Devise simple rhymes, using names of children in the room. Elicit from the children the words that rhyme:

Hungry boy Sam
Ate the big ham.

Did you see Mark
Go to the park?

C. Pronounce words in groups of three with only two words rhyming. Have the children name the two words that rhyme: example - box-fox-knife; cup-star-car; boat-clown-goat.

55.

A. Pronounce a word to class and have children say as many words as they can think of that rhyme with that word.

B. Rhyming words (Families on Rhyming Street) construct large houses. On each house attach a list of rhyming words. Mail boxes may be labeled with the "family" name (example, all, at, ill). Children match rhyming words to correct mail boxes.

C. Make a list of simple words which rhyme with many other words which children can act out. As each word is dictated to the group, pupils think of action words which rhyme and pantomime these words. Example, say tall-child can crawl, hide (child can pantomime ride), walk (pantomime talk) hit (pantomime sit), book (look), pump (jump).

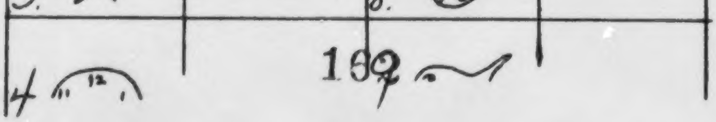
56.

A. Skill statement implies activity.

B. Many of Dr. Suess' books can be used when teaching this skill.

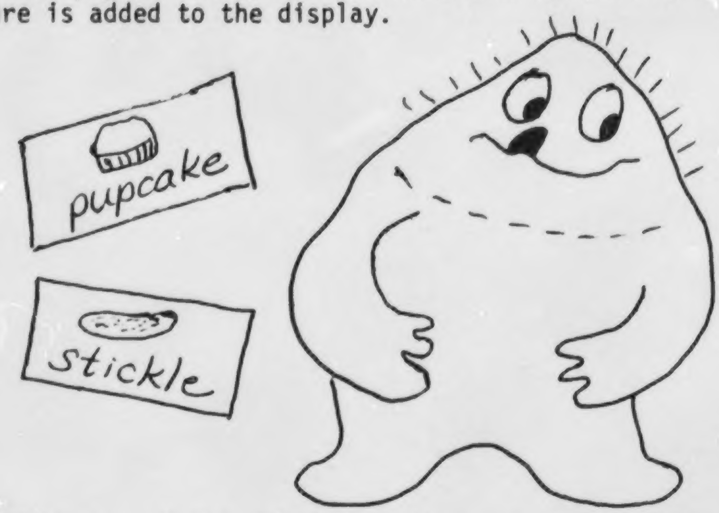
57.

A. Mark off sections in the bottom of the box. Glue half of the pictures to the box in alternate and number them (see illustration). Glue the matching pictures to posterboard squares. Write the matching number on the backs of each square. Place the squares in the box.



B Hit the Mitt. Make a pattern for a baseball mitt and a baseball. Have the children cut as many as will be needed. Make matching sets by writing words that rhyme but are not spelled alike, i.e., gun, won. Number code the back. Place the balls and mitts in a box and write student directions on the lid.

C. Make "The Hungry Thing" on posterboard. Trace and cut out. Display it with the book The Hungry Thing, by Jan Slepian and Ann Seidler (Scholastic Book Service). Children think of something to feed "The Hungry Thing," and change the spelling to make a funny rhyming name. Label and illustrate it on construction paper. The real name should be written on the back before the picture is added to the display.



58.

A. As children are being dismissed, they come to the line as the teacher sounds the beginning sounds of their names.

B. Prepare pictures to be categorized under specific sounds. Small objects such as buttons, ball, beads, marble, pencils, etc., may be used also.

C. Play "Match It." Teacher says a word. A child who can "match it" says another word that begins with the same sound. He has next turn to say new word.

D. "Delivering Groceries." Prepare picture cards showing items that are found in a grocery store. Give each child in the group one card. Then pronounce the name of an item not pictured on a card. If child's picture name begins with the same sound, he delivers his grocery item (picture card) to you.

Note: Consult subject index of Introductory Guide - WITF-TV for TV series. Topics: Language Arts (Consult Media Specialist for information regarding availability of videotapes which may be used at your convenience.)

59.

A. Letter Blindfold. Letters, at random, on the blackboard. Blindfold child. He touches a letter and gives a word that begins with the same letter.

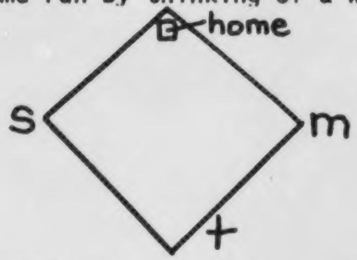
B. Lost Squirrel. Draw three trees. Label - Maple, Pine, Birch. Need paper squirrel. Say a word. Child places squirrel in tree beginning with the same sound. Change tree names to vary consonants.

C. Climb the Ladder. Draw a ladder and put a word on each rung. Ladder 2 is blank. Child must write a word on each rung with same beginning sound.

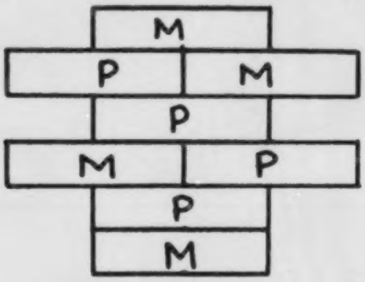
60. Skill statement implies the activity.

61.

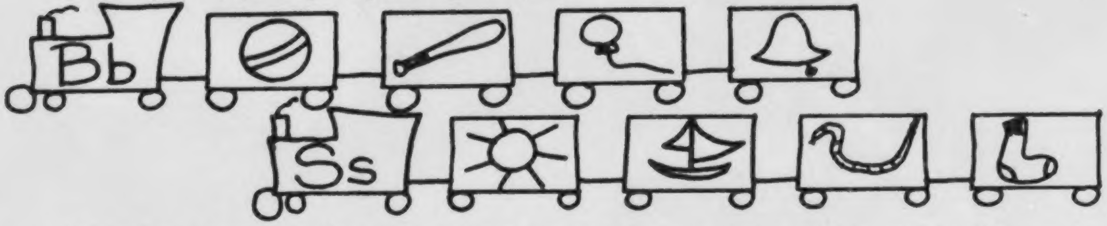
A. Going Around the Bases. A baseball diamond is made on tag board. Each player tries to make a home run by thinking of a word that begins with the letter on each base.



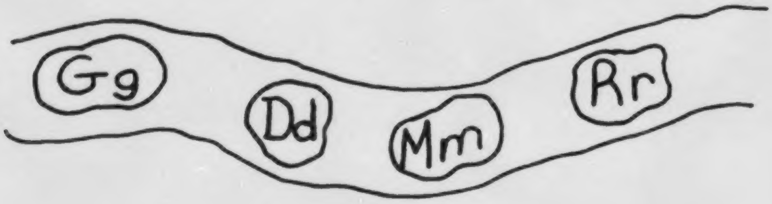
B. Letter Hopscotch. Draw figure below on chalkboard or on large paper on floor. Child points to (hops on) each square by saying a word that begins with the sound represented by the letter in that square.



C. Choo-Choo Charlie. Teacher makes engines. Child makes cars using pictures with corresponding beginning sound.



D. Stepping Stones. Teacher makes stones from construction paper for each beginning sound and places them in imaginary stream on floor. Children step on each stone and give letter and sound as they progress.



62.

A. Jack-in-a-Box. Give each child in the group a picture card. Say a word. Child pops up if his/her picture card is like the given final consonant sound.

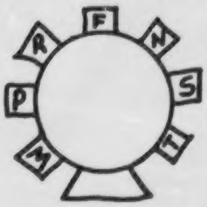
B. Make a ditto sheet where children cut, match, and paste pictures that end alike.

C. Say three words, two of which end alike. Child repeats words that end alike.

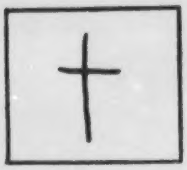
63.

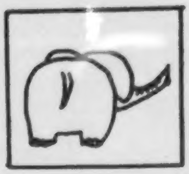
A. First and Last. Have children form a line. Pronounce the word cap. First child in line names the letter that stands for beginning sound; last child in line names letter that stands for ending sound. If both answer correctly, they return to their seats. If one errs, he goes to space in center. Continue by pronouncing a new word and have the child who is now first in line name that letter.

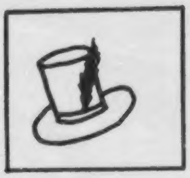
B. Merry-Go-Round. Draw merry-go-round on chalkboard. Place a letter on each seat. Make several word cards. As teacher says each word, child gives correct response and places word card on seat of merry-go-round.



C. This Is the End. Place several letter cards on tagboard/pegboard. Give child picture cards with corresponding final consonant sounds. Child places each picture on correct letter card.







64.

A. I Am Going On A Trip. Items should end with designated final consonant.

B. All Show. Each child needs five squares with a consonant in each square. Teacher says word. Child shows letter he/she hears at the end of the word.

C. Dog and Bone. Display construction paper dogs and bones on large chart or bulletin board. Each dog has a sound printed on it; bones have pictures drawn or pasted on them. Child takes pictured bone and matches it to corresponding dog.

65.

A. Teacher explains that words have sounds at the beginning, middle, and end just as trains have cars in the beginning, middle and end. The teacher says the name of the object on the picture card and the child decides whether the sound that was designated was in the beginning, middle, or end of the word. The picture card is then placed in the first, middle, or last car of a toy train.

B. Variation: Mailman can deliver picture card to one of three mailboxes.

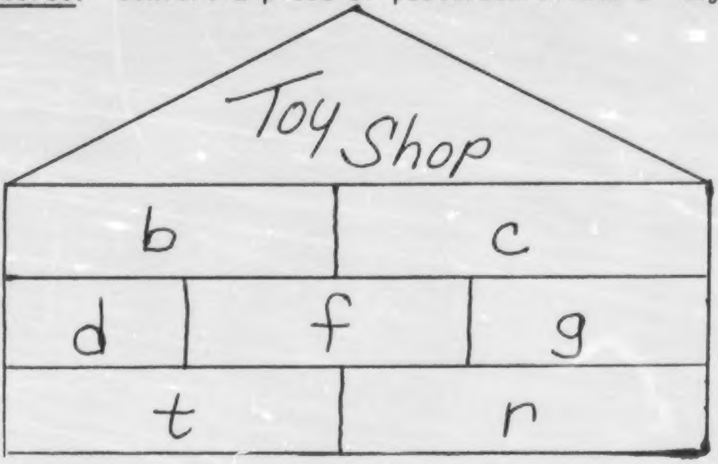
C. Tell children that you will pronounce some words. If the letter "t" is heard in the beginning sound as in toy, they say "Beginning." If it is heard in the middle as in "butter" they say "Middle." If it is heard in the end as in "cat," they say "End."

66.

A. Spin and Win. Children form circle. Child spins bottle. Child shows a picture card to person to whom the bottle is pointing. Child must identify the medial consonant that is heard.

B. Match It. Assign sounds to each child and instruct them to choose words for their letters in the medial position. When this is completed, they begin making the "Match It" cards by finding a picture of their words and pasting it on their index cards. Collect cards and after checking, write the answers on back of cards. Cut the cards in half to match the sounds. Place these in a box labeled "Match It" and put the box out for the children to use as practice.

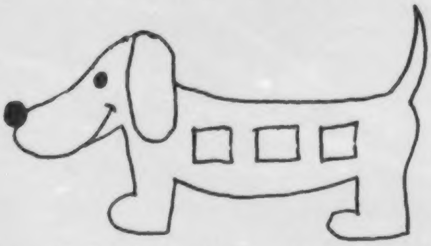
C. Toyland Jamboree. Convert a piece of posterboard into a "toy shop."

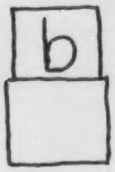


Line a piece of posterboard into 3" X 3" squares. Glue a medial consonant sound toy picture inside each square to correspond with the letter sounds on the shelves of the "toy shop." Laminate the pictures and cut them up. Code backs of picture cards with letters for self-checking.

67.

A. Cut five or six dog shapes from posterboard. Glue pockets at beginning, middle and end of each dog. Print the consonant to be studied at top of five or six index cards so that the letter is visible when the card is placed in library pocket. Prepare list of words for each consonant in which sound is heard in initial, medial or final position.



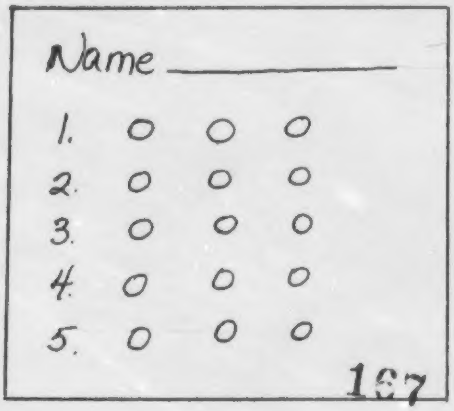


Give each child a dog and letter card. Pronounce each word from list and have child place letter card in the beginning, middle or ending pocket to show where they hear the consonant sound in each word.

B. Use a cylindrical container. Cut out fish. On each fish glue a picture depicting an initial, medial, or final sound. Place the consonant below the picture. Attach a paper clip to each fish. String a magnet on a dowel rod. "Fish" for a picture. The child identifies the position of the consonant in the picture word.

C. Prepare collection of easily identified pictures that begin with, end with, or contain the consonant sounds to be reviewed. Tape six to eight clothespins on chalkboard. Print each word beside picture, leaving blanks for initial, final, or medial letters. Identify each picture. Distribute paper. Have children fold papers into six or eight parts, number each part and copy words, adding the missing letter. Children may also draw pictures for each word.

D. Prepare a tape to test discrimination of initial, medial, and final consonants. Use the following format. Number One: Listen for the b sound in bat, bat. Did you hear it at the beginning, middle, or end of the word? Bat. Check that place on your paper. Number Two: Listen for the t sound in cat, cat. Indicate the correct responses at the end of the tape. Prepare the answer sheet as illustrated and make enough copies. Place the recorder, cassette, headset, answer sheets, pencils and an eraser on display. Make a directions chart as illustrated. Answer sheet format:



Name ____________

1. ○ ○ ○
2. ○ ○ ○
3. ○ ○ ○
4. ○ ○ ○
5. ○ ○ ○

68.

A. Same or Different. Pronounce words in groups of two. Have children listen to middle sound in each word. Have them say "same" if they hear the same sound in the middle of the two words and "different" if they hear different sounds. Example: mean-mane; cute-kite; cape-tape; bone-bean.

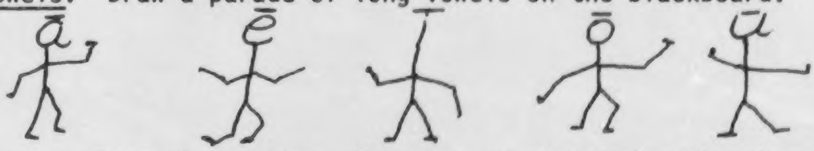
B. Teacher reads groups of three words. Child tells the word that has a different middle sound in each group. Example: (1) weed, pet, feel; (2) peg, need, heel; (3) reel, feed, tell.

C. Holiday Vowel Sound. Make Indian face and feathers of five different colors to represent long vowel sounds. Teacher gives sound. Child thinks of a word containing that long vowel sound. Correct response earns a feather for the Indian. This can be adapted for other holidays.

69.

A. Each child has five long vowel cards. As teacher says a word, the child holds up correct vowel card.

B. Parade of Vowels. Draw a parade of long vowels on the blackboard.



Child tells name of vowel and then gives a word containing that long vowel.

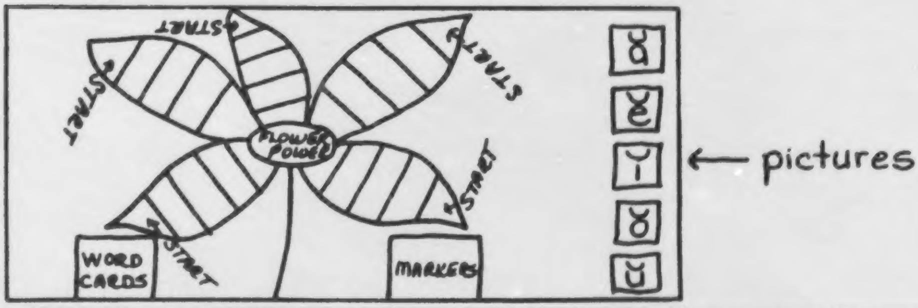
C. Print vowels on chalkboard. Teacher pronounces words with long vowel sounds. Child names vowel that is heard in a given word.

70.

A. Raindrops. Draw raindrops on chalkboard with words printed on them. Have child point to a raindrop and read the word. If the word has a long vowel sound, child marks it. If it does not, it is erased.

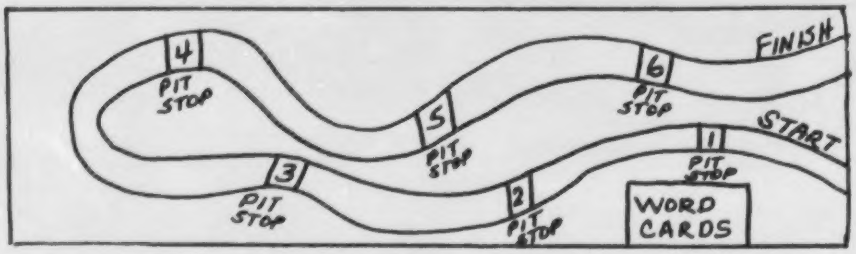
B. Flower Power.

The game board should be set up as follows:



Give each child a marker. Child draws a card from word card envelope, says printed word and identifies its long vowel sound. If child is correct, he/she moves one space on his/her petal. If child is incorrect, he/she remains where he/she is. The first child to reach center of flower is "Flower Power Champ."

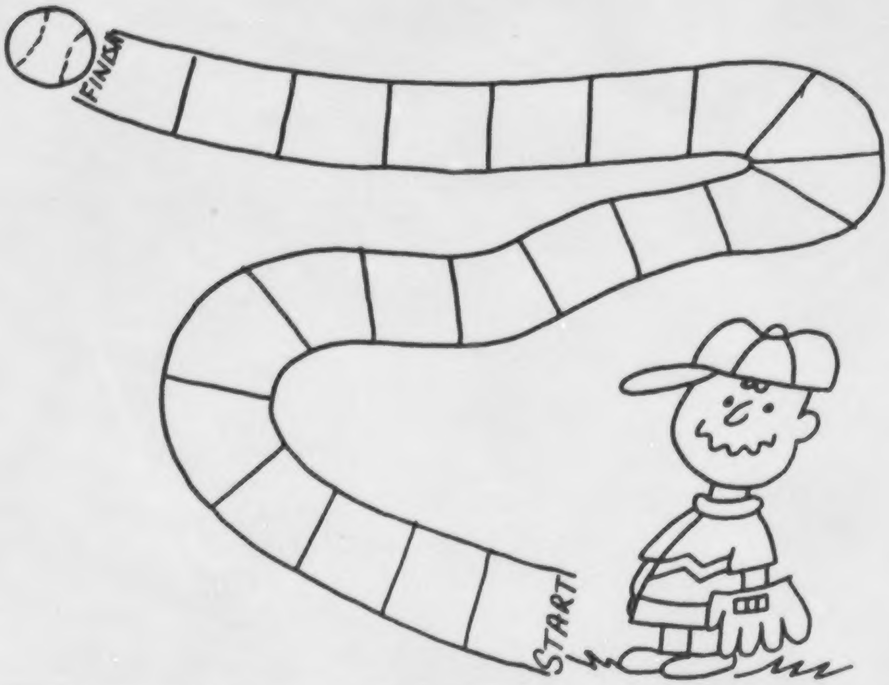
C. Racing Fun. Make oaktag game board and envelopes containing word cards.


FINISH
START
1
PIT STOP
2
PIT STOP
3
PIT STOP
4
PIT STOP
5
PIT STOP
6
PIT STOP
WORD CARDS

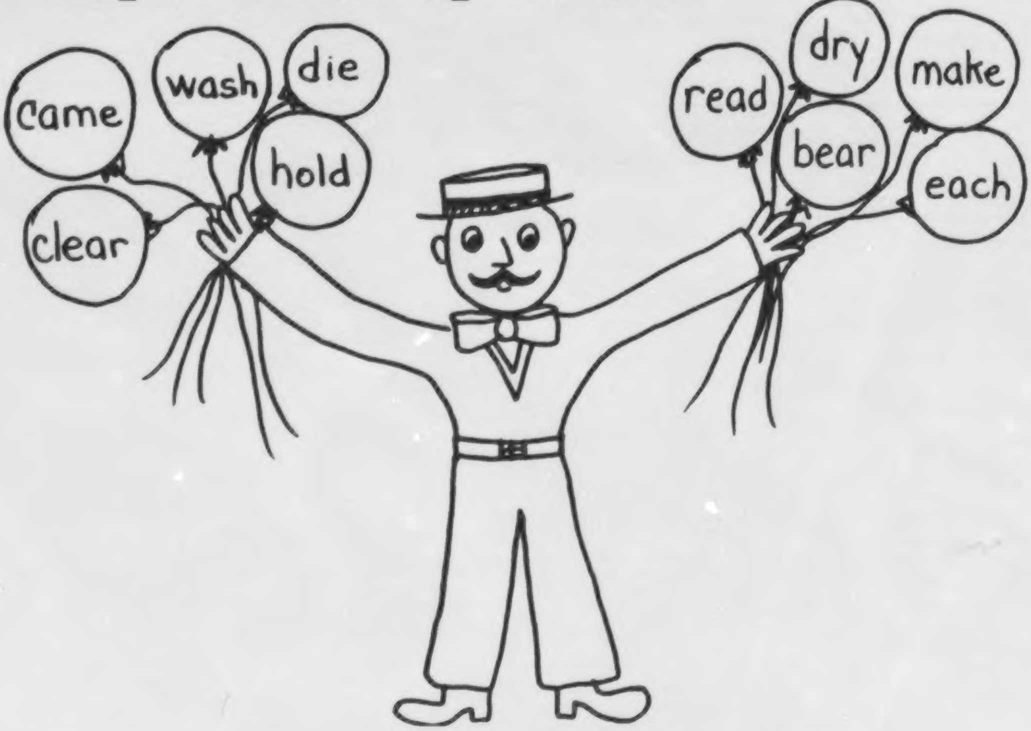
Have children make racing cars from construction paper and place their names on them. Each child begins at "start" and draws word card from envelope, reads word and identifies long vowel sound. If he correctly identifies sound he/she proceeds to the first pit stop. He/she stops there until other participants have had their turns. The first person to reach finish line is winner.

71.

A. Use attached game board, dice, and set of prepared long vowel cards and markers. Child chooses a card. If he can identify the long vowel sound, he rolls the dice and moves that number of spaces. If he cannot identify the vowel sound, he does not move.


FINISH
START

B. Balloon Man. Child uses color coded strips with magnetic tape on back. He covers long a with red strip, long e with blue, etc.



C. Save the Bunnies. (1) Trace 3 hunter silhouettes, using a different color for each one. (2) Print a vowel rule and sample word on each - (a) Two vowels together, long! feed; (b) Vowel-consonant - e, long! cake; (c) One vowel at the end, long! go. (3) Trace about 12 rabbits onto index cards. Outline figures and fill in facial features. (4) Print a word on each body which follows one of the above rules. Suggested words are keep, bait, coat, hi, yoke, tea, me. (5) Code backs of rabbits for self-checking.

72.

A. Same or Different. Pronounce words as shown below in groups of two. Have children listen to the middle sound in each word. Have them stand up if they hear the same sound in the middle of the two words and touch the floor if they hear different sounds. Example: man-met; cap-cup; tan-tab; pal-pen; hat-hem; bad-bat; cat-can; pan-pit.

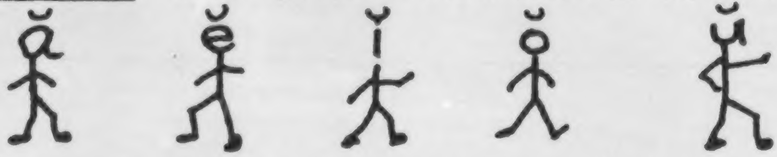
B. Bingo. Make several gameboards. Obtain pictures containing short vowel sounds from magazine, old phonics books/readers. Children place markers on picture containing the vowel sound given by teacher. First child to complete gameboard is winner.

C. Short Vowel Mobile. Teacher gives short vowel sound. Child makes or cuts out picture that contains the given sound and hangs it on the mobile.

D. Set up listening station in classroom or Media Center. Using cassette tape and accompanying work sheet, children gain practice recognizing given sounds through picture clues. (Commercially produced lessons of this type may be used. Example: Vowel Sounds: short a, Phonic Skills Series, Media Materials, Inc.

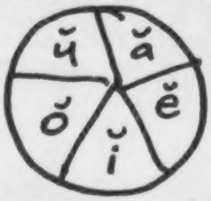
73.

A. Parade of Vowels. Draw a parade of short vowels on the blackboard.

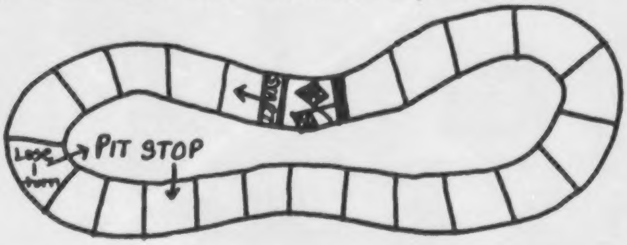


Child tells name of vowel and then gives a word containing that short vowel.

B. Make a game spinner with the five short vowels and a race track from posterboard.



Child spins spinner and gives word containing the appropriate vowel sound.
He moves ahead on track with each correct response.



C. Vowel Land. Make a gameboard similar to "Candyland" with several pictures representing the five short vowel sounds. Using same spinner, child moves to first word containing the indicated vowel sound. First child to reach finish, wins.

74.

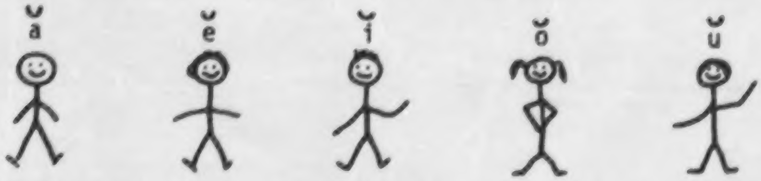
A. Kangaroo. Make large kangaroo with five pockets. Label each pocket with one of the five short vowels. Picture cards are also needed. Have child place picture in the correct vowel pocket.

B. Pass the Bean Bag. Have children sit in circle. Pass bean bag. Leader says "freeze" and shows a word card to child holding bean bag. Child identifies short vowel sound correctly and becomes leader.

C. Name the Action. Prepare a set of word cards showing action words with short vowel sounds. Have child choose card, name vowel sound and pantomime action word shown on card.

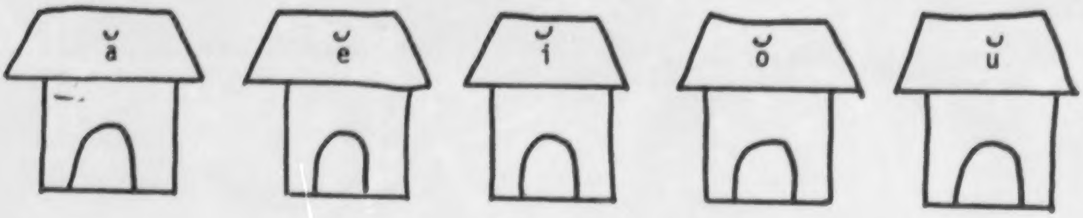
75. See activities for Skill 71 and adapt to short sounds.

A. Blackboard Spin the Bottle. Five children (bottles) are chosen to stand under the five short vowels as shown:

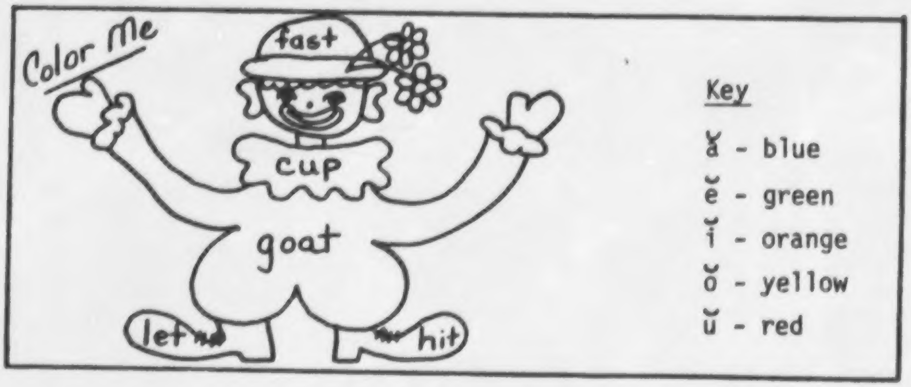


Children in room are called on to "spin" the bottles. They call out words containing short sounds. When a "bottle" hears a word containing his sound, he quickly spins around once.

B. Going to the Dogs. (1) Prepare doghouses as shown below. (2) Make a set of dogs containing words with short vowel sounds. (3) Child matches dogs to doghouses. Use strips of magnetic tape on back of houses and bones.



C. Short Vowel Color Activity Worksheet.

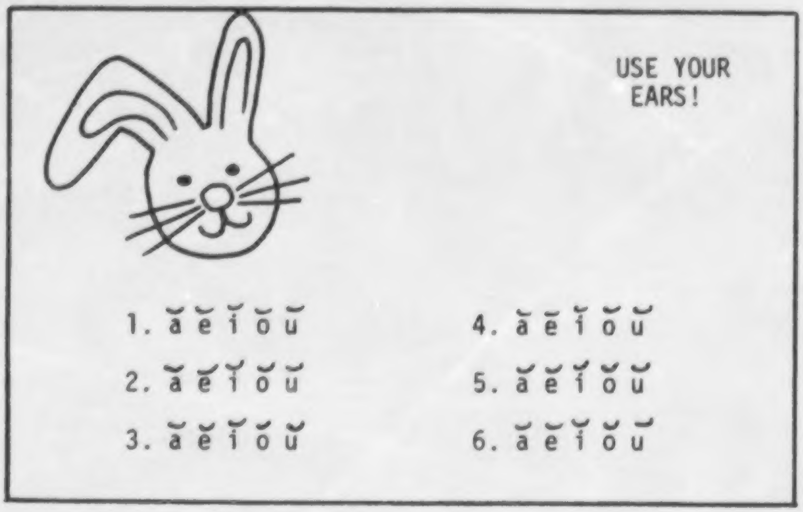


Key

ă - blue
ĕ - green
ĭ - orange
ŏ - yellow
ŭ - red

D. Prepare tape with words containing short vowel sounds. Child identifies short vowel on response paper.

Response Paper

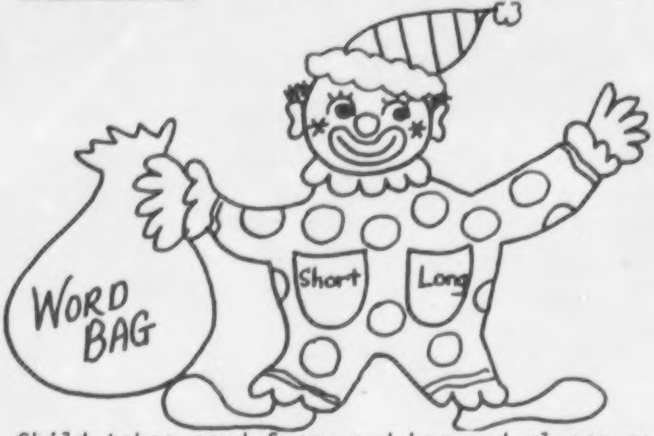


USE YOUR
EARS!

1. ă ĕ ĭ ŏ ŭ
2. ă ĕ ĭ ŏ ŭ
3. ă ĕ ĭ ŏ ŭ
4. ă ĕ ĭ ŏ ŭ
5. ă ĕ ĭ ŏ ŭ
6. ă ĕ ĭ ŏ ŭ

76.

A. Clown Around. Make a large clown from tagboard and word cards.



Child takes card from word bag and places card in the correct pocket.

B. Each child is given a piece of sectioned paper with a key vowel word written in each box.

căt	bĕd	pĭg	hŏt	sŭn
cāke	trēe	pīe	cōat	mūsic

Children are given magazines and encouraged to complete vowel posters by cutting and pasting pictures in appropriate boxes.

C. Sound Off. Teacher makes several oaktag game cards containing vowel sounds. Cover with clear contact paper.

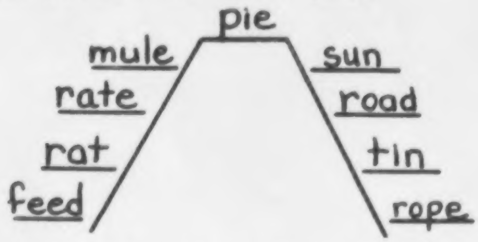
Sound Off!	a	e	i	o	u
Long					
Short					

Teacher dictates a word, holds up a word card containing the same word and child writes word in appropriate box. Teacher continues to "sound off" until all spaces are filled. Everyone should be a winner if vowel sound is identified correctly.

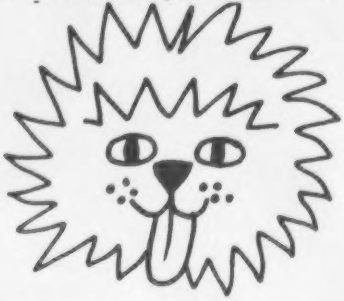
77.

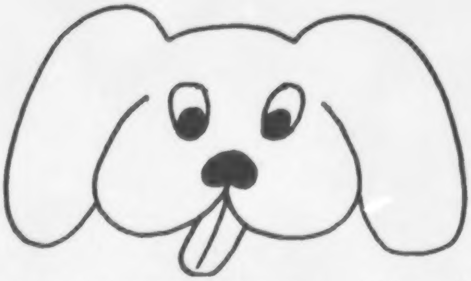
A. Print words on board containing known vowel patterns. Have child circle the vowel if it is long; underline the vowel if it is short. Note: Use vowel markings, if known.

B. Climb the Ladder. Use medial short vowels in words, vowel and e pattern, double vowel pattern in ladder game.

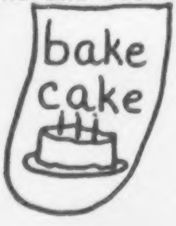


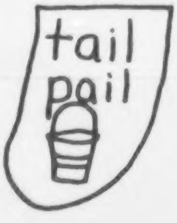
C. Make large animal heads such as the following:





Cut 3" strips from tagboard to make tongue shapes. Add a picture of a word with a common word ending on the bottom of each tongue and print that word directly above the picture. Print on the tongue other words that have the same word ending. Print the letters that represent the vowel pattern in red and the remaining letters in black. Ask child to read the words and tell how the words sound and look alike.





78. Skill statement implies activity.

79. Football. Make ten footballs and two goal posts from construction paper. Place one word on each football; (shy, happy, fly, baby). Label goal posts i and e. Have child choose word, say it and name sound of y. If correct response is made, child scores touchdown.

B. Early Birds. Make two "Bird in Nest" figures. Print ī on one nest; ē on the other. Make several worms from construction paper and print on the words ending in y. Have child match word worm with correct nest.

C. Beat the Team. Prepare set of cards showing words that contain the long i sound or the long e sound represented by the letter y. Mix cards and divide them into two equal piles. Number cards in each pile and place piles on table near chalkboard. On the chalkboard at a level children can reach, list two columns of numbers to match numbers on cards. Divide class into two teams. Have each team form line near pile of cards. The first player on each team takes a card, goes to chalkboard and locates number that is the same as the number on his/her card. Next to the number, child prints i or e. He/she keeps card, tags the next child in line and goes to the end of the line. Continue until each player has had a turn.

80.

A. Make tagboard circles 6" to 8" in diameter. Write a word ending in y on each circle. Words that could be included are:

try
fly
by
fry
dry
sly
shy
why
sky
my
cry
pry
spry
spy
thy

candy
Teddy
puppy
funny
happy
bunny
windy
lucky
taffy
rocky
sandy
sunny
Billy
Sally
tiny

Use these circles as baseballs, tennis balls, basketballs, or soccer balls, depending on particular sport season. Put circles in an appropriate place. Divide group into two teams. The child "up" picks a ball and shows it to the opposing team as he pronounces the word. If he pronounces it correctly, his team scores a point. If child pronounces it incorrectly, the opposing team gets a chance to pronounce it and score a point.

81. See activities for Skill 79.

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Short					

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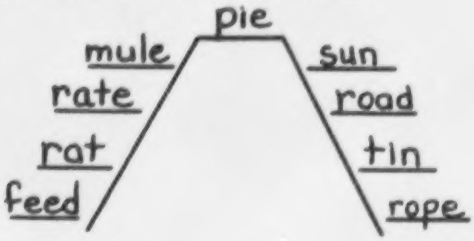

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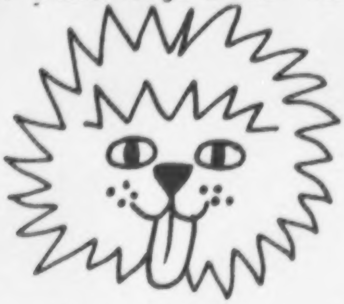

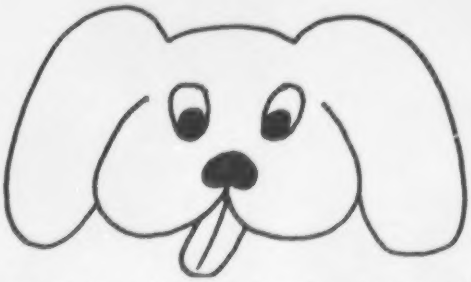

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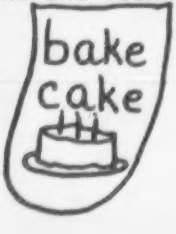

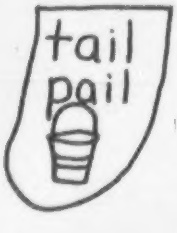

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windy
lucky
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Billy
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81. See activities for Skill 79.

82.

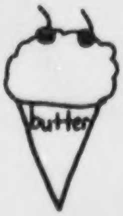
A. Teacher needs thick, durable cardboard covered with clear contact paper, one large envelope to hold cards, three metal cup hooks, colored tagboard cards punched at the top (3" X 2"). Have child find number of syllables in each word and place them on the proper hook.

B. Make Snoopy gameboard and pack of cards containing one, two and three-syllable words. Child selects card and moves ahead the number of spaces as indicated by the syllables in the word. (*See next page for picture sheet)

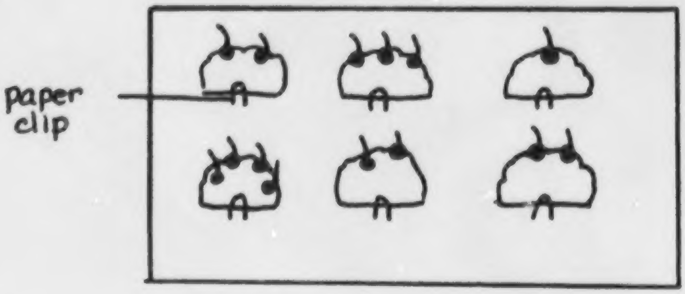
C. Snip a Syllable. Give each child a sheet of 9" X 12" white construction paper. Glue piece of colored paper on half of the white paper. Each child needs five cards with a two-syllable word on each card. Child cuts words into syllables, pasting the first syllable on the colored half and the second syllable on the white half.

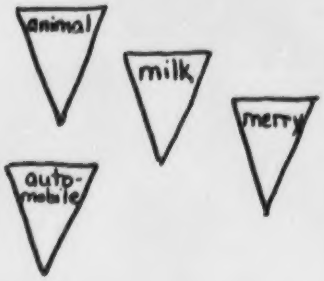
83.

A. Here's the Scoop.

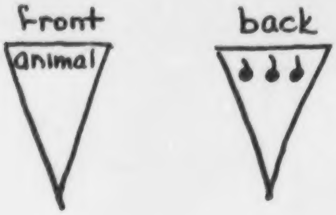


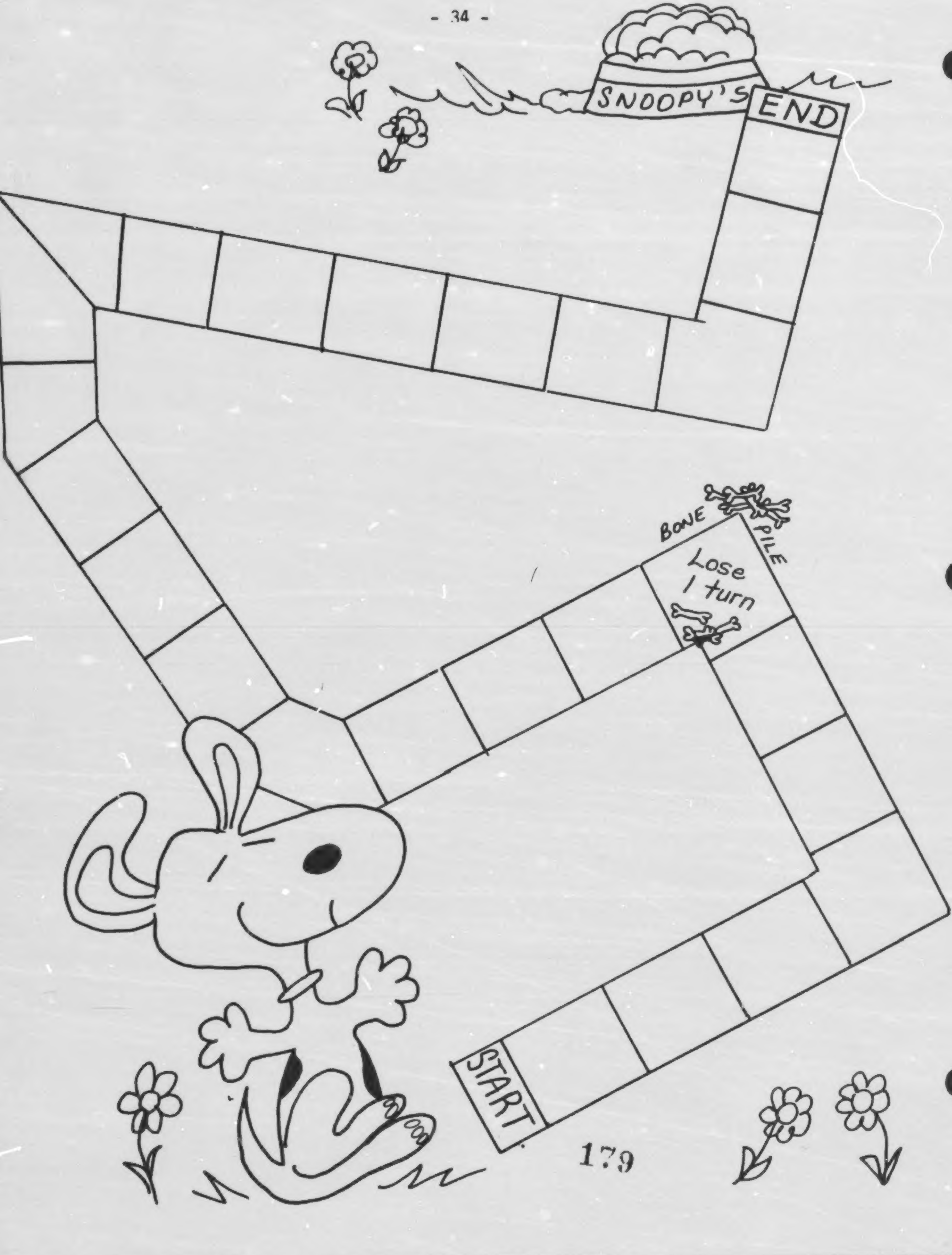
Prepare Poster Board.





Attach cones to ice cream. Number of "cherries" indicates number of syllables. Correct answers are coded on back of cone.



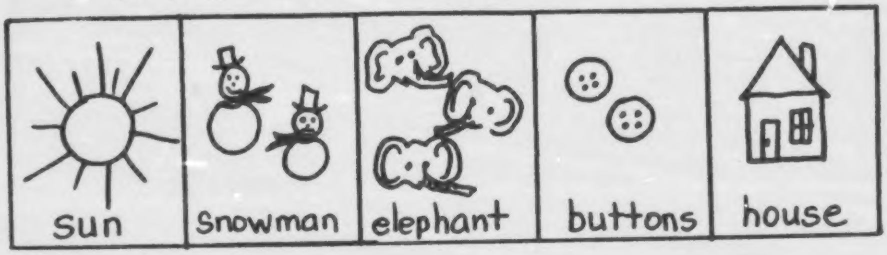

SNOOPY'S
END
BONE PILE
Lose 1 turn
START

B. Syllable Game. Teacher makes game board from poster board and has it laminated.

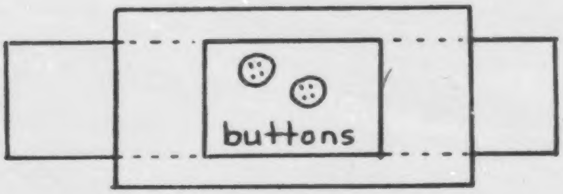
Number of Syllables			
1	2	3	4

Pictures are taken from the storage box. Each picture is examined and the child decides how many syllables the pictured object has. He places the picture in the column representing the number of syllables identified. When the game board is filled, the child can self-check by turning over the picture.

C. TV Fun. Teacher writes a variety of words on sectioned-off mural paper. Children are instructed to draw the number of pictures to coincide with the number of syllables in each section.

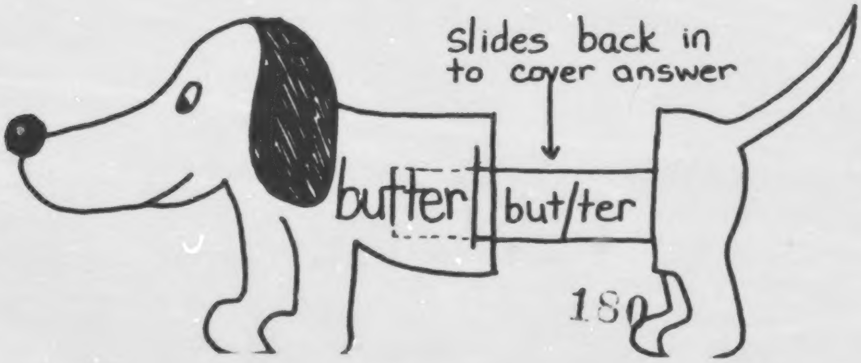


Mural is displayed through the TV set. Two children slide mural across the screen.



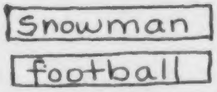
84.

A. Long Dog. Dogs are laminated. Child uses grease pencil to divide a word into syllables. He checks his work by pulling out tail end of dog. Correct division is written on tab.

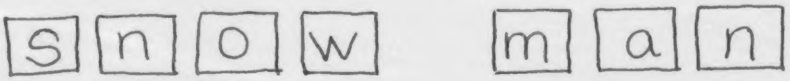

Slides back in to cover answer
butter
but/ter

B. Saw These Words in Half. Write a challenging word on each strip. Place a rubber band on the end of each strip. Place a red line on the back of the strip to show where the band should be when the word is divided. Store the strips and some extra rubber bands in a box. Write student directions on cover and display. Student directions: Each child reads the compound word and places the rubber band between the two smaller words. Turn them over to check.

C. Prepare word cards. Example:

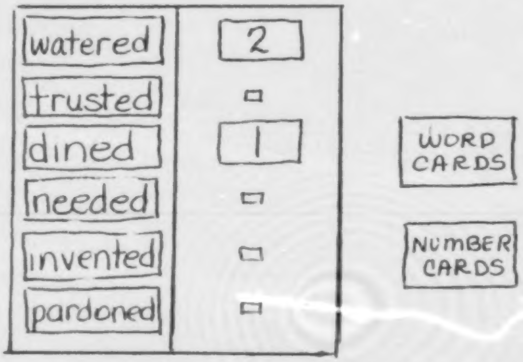

Snowman
football

Child chooses word card and forms words with lettered blocks. When word is formed, he divides blocks into syllables. He checks the division by looking on the back of the card.



85.

A. Syllable Strips. Arrange word cards on a strip of paper. The child will pick a number card and place it next to a word that contains that same number of syllables.

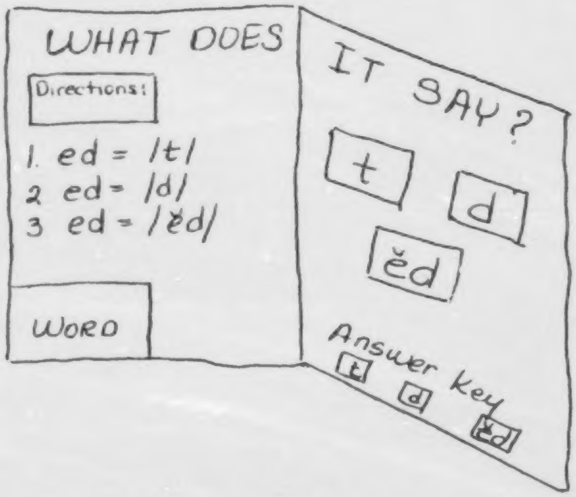

watered
trusted
dined
needed
invented
pardoned
2
1
WORD CARDS
NUMBER CARDS

WORDS

divided
subtracted
interrupted
transported
informed
breaded
honored
signed
climbed
crowded
tricked

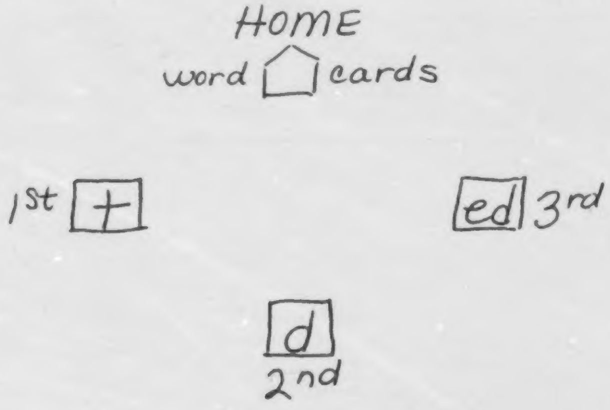
conducted
exploded
repeated
banded
disturbed
muddied
allowed
decided
scrubbed
formed
snoozed

B. What Does It Say? (a folder game)


WHAT DOES IT SAY?
Directions:
1. ed = /t/
2 ed = /d/
3 ed = /ĕd/
WORD
t
d
ĕd
Answer Key
t
d
ĕd

Directions: Pick a word card. Read it to yourself. Decide what sound the "ed" makes at the end of each word. Put the word in the correct envelope. When you've placed all the word cards, check the answer key to see if you are correct.

C. Baseball. Make 30 word cards containing a word ending in the suffix ed. The words should evenly represent the sounds made by ed.



Directions: The first batter of Team A starts by selecting a word card. He reads the word out loud and identifies the sound of the suffix. He then advances to the base that represents that sound. For example, if the first batter reads the word "looked, ed says t," he moves to first. The second batter may correctly identify "played ed says d," as he moves to second and the first batter will move to third. All incorrect answers are outs. After three outs, the next team comes up to bat.

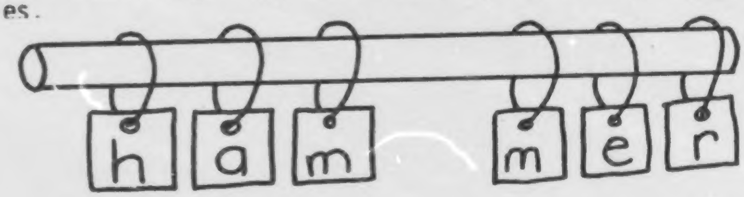
86. Included in Games on Prefixes and Suffixes listed under Skills 120

87.

A. Snip-A-Syllable. Each child needs a sheet of white construction paper. A piece of colored paper should be pasted on to cover half of the white paper. Each child needs five cards with a two syllable word on each card. He cuts the words into syllables and pastes the first syllable on the colored half and the second syllable on the white half. For enrichment, accent can be marked.

B. Cememting Syllables. You will need cards containing syllables from the weekly spelling list. Mix the cards. The children have to find the other part of their word.

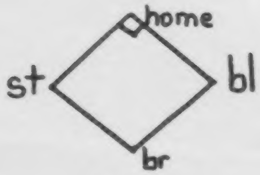
C. Reading Pole. Teacher punches a hole in each oaktag square and puts all the letter cards on a metal ring. The child sets up cards. He then arranges a space between syllables.



88. See Activities for Skill 87.

89.

A. Batter Up. Batter must say blend and word to get to bases. May also use digraphs (wh, th, ch, sh).



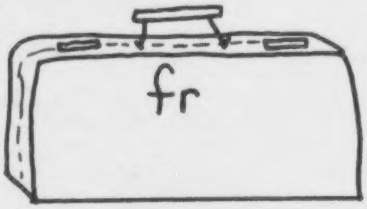
B. Start with phrase, "I packed my trunk ____." Have class members name things that begin with a designated blend.

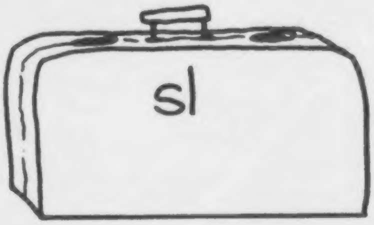
C. Blend Hopscotch. Child hops (points to) a square. He must say the blend and say a word beginning with the blend in that square.

90.

A. Spinner. Make a spinner board. Number board from 1-12 and write a consonant blend word under each number. Have child spin wheel, pronounce word under corresponding number and give another word with same initial consonant blend.

B. Suitcase Game. Divide class into two teams. Draw suitcase on board for each team and write a blend on each suitcase.



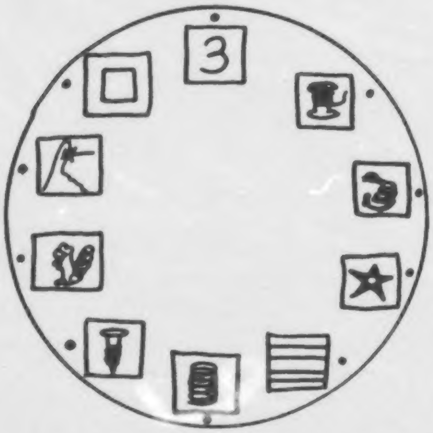


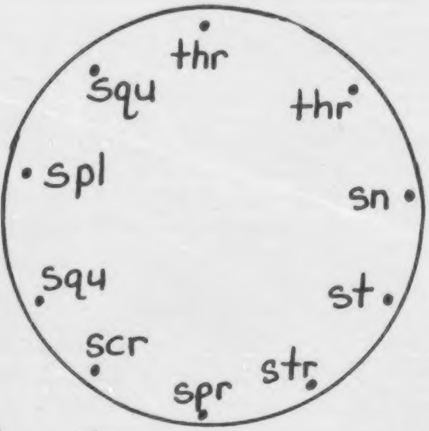
Each team writes sound-related words on their suitcase. (Words may be obtained from children's readers or word banks.) After appropriate time, teacher says, "time up." Team with most words in suitcase is the winner.

C. Let's Race. Write words containing blends to be reviewed on oaktag cards. Example: blue. Each child in group receives one word card, magazine, scissors and glue. Have child go through magazine and find words/pictures that begin with the blend written on his/her word card. Child pastes pictures/words on word card, using both front and back. A time limit should be set for this activity. At end of race, child with most correct pictures/words is winner.

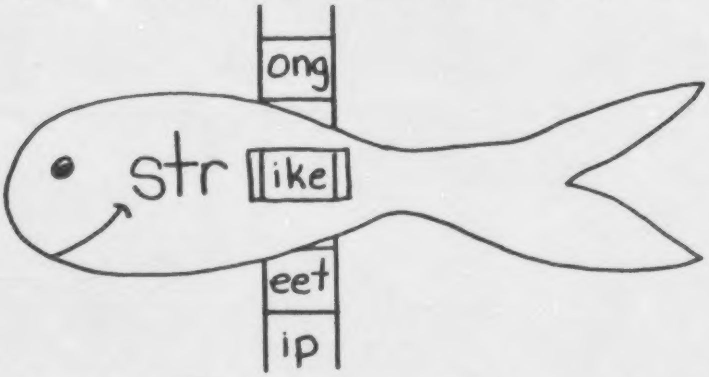
91.

A. Find-A-Friend - Glue blend pictures around the edge of each board. Punch a hole next to each picture. Write the correct blend on the back next to the corresponding hole. Players sit on opposite sides. Child on picture side inserts pencil into one of the holes and says the name of the picture and the blend it begins with. Child on the other side immediately checks the answer.





B. Make a fish showing 3-letter blends and word patterns.



C. The Blend Blender. Draw a large blender shape the size of a poster-board sheet. Cut it to make a game board and write game directions near the top. Cut the other two sheets into as many 2" x 2" squares as you will need. Print 3-letter blends on one color and the grapheme bases on the other. Place the blends in one can and label it. Place the bases in the other can and label.

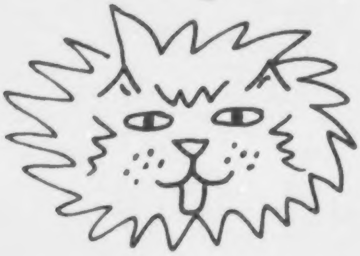
D. Go Fish Game. Matching words with the same blend, word to sound, etc.

92.

A. Climb the Ladder. Write a series of words on a ladder that begin or end with the consonant digraph: sh, wh, th, or ch. To climb the ladder, child must say word on the ladder and give another word with the same digraph sound.

B. Easy Check. Give each child four 3" x 5" cards. Write a digraph on each card: sh, ch, th, wh. Teacher says a word. Have child hold the card under his chin that represents digraph sound heard. Suggested words: shape, church, whale, tooth, whisper, bench, fish, thumb, bush, moth, child, whistle.

C. Feed the Lion. Make a lion head and attach an envelope/bag in back of lion's mouth. Make four tongues and label them: sh, th, wh, ch.



Collect pictures that begin or end with the above digraphs. Attach one of the tongues to lion's mouth. Have child feed the correct pictures to the lion.

93.

A. Give each child a sheet of paper with pictures of objects. Direct the class to circle the objects that have the sounds you have put on the board. Each sound will be represented by a different-colored crayon circle. Example:

Put this on the board.
bl - red crayon
pl - green crayon
st - blue crayon
br - yellow crayon

B. Help to Brew the Witches' Stews. Make at least six witches, each with a cauldron. Make little labels of blends - st, etc., and attach to each witch's cauldron with tape. Mount pictures which illustrate the sounds of the blends you have chosen. Code backs of pictures with blends for self-checking.

Ask children to help witches brew their stews! Child says the name of each picture and puts it in the pot which shows the letters of the blend heard at the beginning of the word.

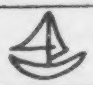
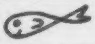
C. Arrange with media specialist for a learning station to be set up in the Media Center. Small groups may be sent to listen to a teaching tape and complete an accompanying response booklet. A post test may be administered in the classroom. Examples of such tapes are:

Initial Consonants, Parts 1, 2, 3
Media Materials, Inc.

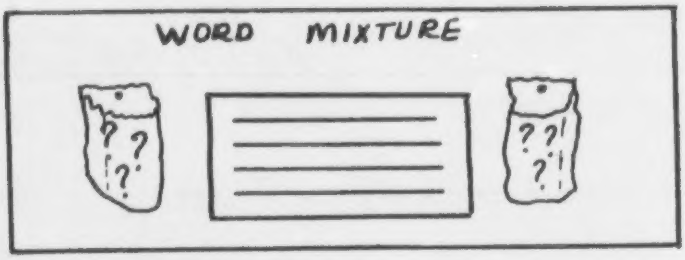
Final Consonant Blends
Media Materials, Inc.

94.

A. Mix sugar and water and sponge the solution on the board. While wet, draw any game you wish; when dry, these lines will not erase.

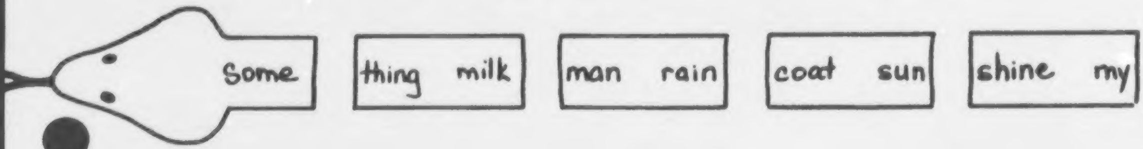
	Name	sh	wh	th	ch
1.	Jan				
2.	Bob				
3.	Mary				
4.	John				

A. Make working bulletin board or station to reinforce compound words.



Place word cards in paper bags. Child takes word card from each bag and continues until he/she has made a match. Newly formed word is placed in pocket chart.

B. Cut a snake head and tail and fifteen body sections from oaktag. Assemble snake and write words on the sections in the following manner, so that compound words are formed when the snake pieces are matched.



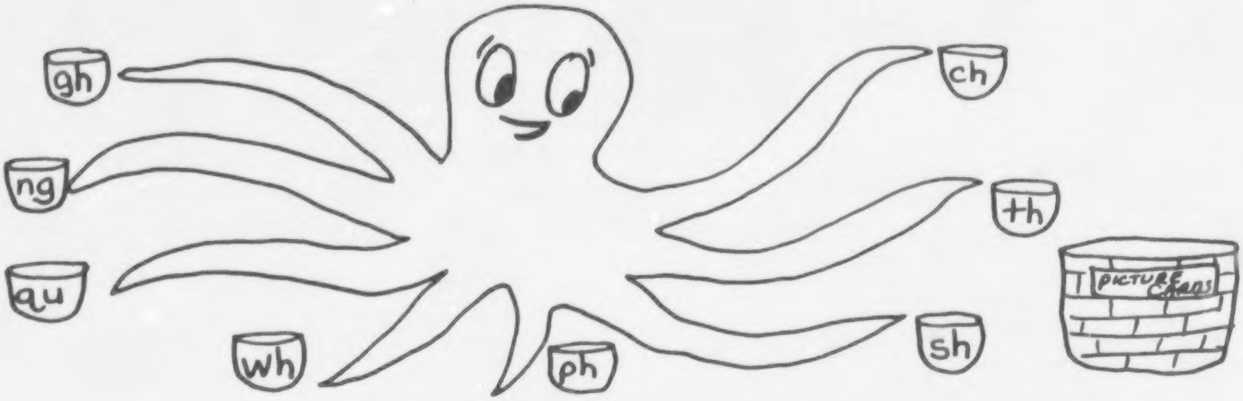
The following list of compound words or others may be used: airplane, baseball, cowboy, into, raincoat, myself, something, plaything, milkman, bedtime, walkway, catfish, barnyard, inside, sunshine.

C. Compound Concentration. Write words which form compound words on individual cards. Place the word cards face down on a table. Each child turns over two cards. If words form a compound, the child keeps the two words. If they do not, child returns cards face down in the same place on the table. The game continues until all words have been paired to make compound words.

97.

A. Compound It. Divide children into two teams. Teacher says a word. Example: snow. Children write snow on their paper. By adding other words, children make as many compound words as they can.

B. Dip the Digraph. Display the octopus. Find the first picture whose names contain initial, medial, and final consonant digraphs. Child places picture card into correct box. Color code the cards and baskets.



C. Let's Go Fishing. Attach a net to the wall. Add the fishing boats. Draw fish patterns. Make them large enough for children to write on. Children find words that contain consonant digraphs and write them on the fish. The digraph can be at beginning, middle, or end and it should be underlined. They should punch a hole near the top center of the fish and hook it on a slightly opened paper clip. The fish can then be hooked on the net under the corresponding fishing boat.

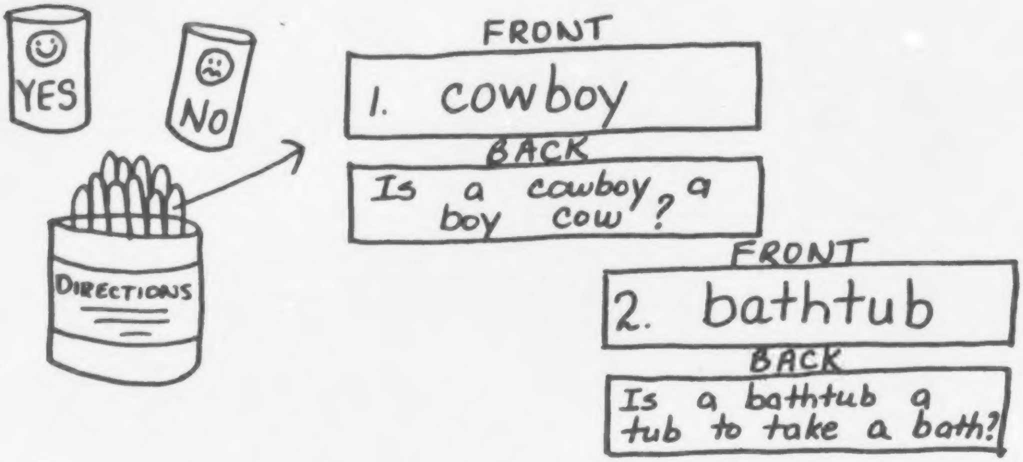
95.

A. Teacher pronounces compound word. Child gives the two words that are contained in the compound word. Variation: Teacher gives the two words. Child gives the compound word.

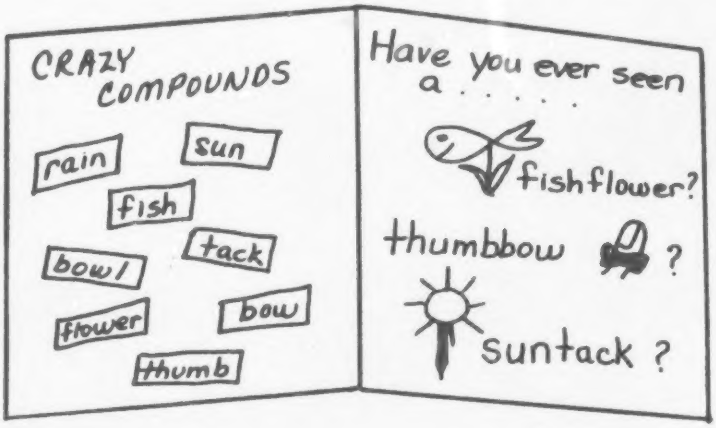
B. Have children make rebus or picture puzzles for compound words. Have each child select at least five compound words. The child draws a picture representing each word part to make a puzzle. Example: A picture of a cow plus a picture of a boy equals a cowboy. Children can exchange papers and solve the puzzles.

C. Go Fish for Compounds. Write words that form compounds on individual cards. Attach a paper clip to each word. Place words in a fishbowl or box. Affix a string with a magnet attached to the end of a stick. After the first word is caught, child must fish for a matching word part that will make a compound word.

B. Daffy Definitions. Select compound words that lend themselves to this activity. Write each compound word in large print on the blank side of each card. On the back, ask a question about the meaning of the word. Examples: Does a watchdog wear a watch? Does toothpast past your teeth together? Is a bathtub a tub for a bath? Is a butterfly made with butter?


YES
No
DIRECTIONS
FRONT
1. cowboy
BACK
Is a cowboy a boy cow?
FRONT
2. bathtub
BACK
Is a bathtub a tub to take a bath?

C. Crazy Compounds. Select compound words that lend themselves to this activity. Write each part of the word on two cards. Example: gold fish. Place them in a container near flannel board. Child selects two words to make imaginary compound word and writes them on newsprint and illustrates them.


CRAZY COMPOUNDS
rain
sun
fish
tack
bowl
bow
flower
thumb
Have you ever seen a . . . . .
fishflower?
thumbbow ?
suntack ?

98.

A. Write following words on chalkboard using two sounds of c.

city
came
cube
cent
cup

ice
race
cone
nice
candy

center
cream
place
cold
dance

cane
rice
picnic
twice
cage

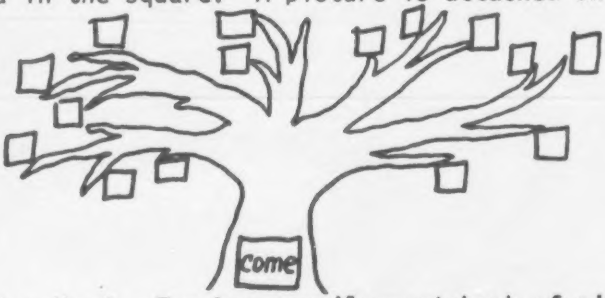
Have child come to board, point to word, pronounce it and tell the sound of the c (s or k). If the c has an s sound, have them circle the c. If it has the k sound, have them draw a line under the c.

Follow the same procedure for sounds of g using these words:

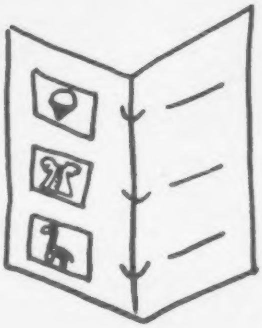
gym
huge
stage
giant
change

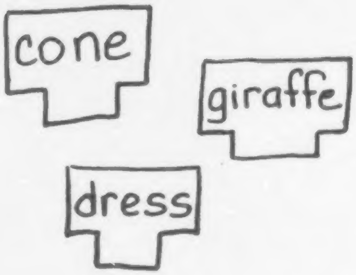
game
gone
goat
gum
goose

B. Branch Out. Make a large tree from construction paper. In the square at the bottom of tree, write a word beginning with c or g. Be sure to include words with both sounds. Have child find pictures whose names begin the same as the word in the square. A picture is attached on each branch of the tree.



C. Slit-a-Word. Teacher compiles notebook of pictures with slits on opposite pages. Teacher also makes corresponding sound cards. (s, z, g, k, j). Child looks through sound cards and matches a sound with each picture.



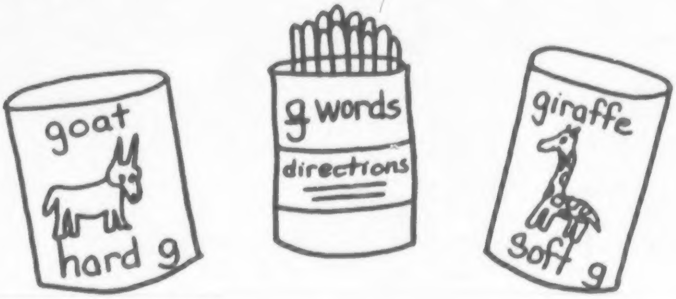


99.

A. Hard or Soft Relay - Two teams. On a chalkboard in front of each team, print letters (g, j) (k, s) or (s, z). Place word card in front of each team. First player points to letter for sound represented by the underlined letter on the card. If correct, he takes his seat; if incorrect, goes to the end of the line.

B. Make a beehive station called the Bees are Buzzing. There should be two beehives (s - z); place words on bees and have the children place them in the right beehive. Adapt for (g - j) and (k - s).

C. Soft Sounds, Hard Sounds. Cover can labels with construction paper. Label one can G words. Glue the goat and giraffe to the other cans and labels. Write a word beginning with g on tongue depressors. Color code the back of each stick by soft vs. hard g. Place the word sticks in the G words cab and write directions on it.



NOTE: Consult subject index of Introductory Guide - WITF-TV for TV series. (Contact Media Specialist for information regarding videotapes which may be used at your convenience.)

100.

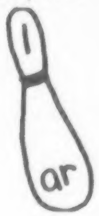
A. Train. Choose three conductors to hold cards. Example: (a ar ă; ē er ĕ) Distribute picture cards containing one of the three chosen vowel sounds. Child boards train of conductor by correctly identifying the sound in his/her picture. Conductors can help to check "tickets."

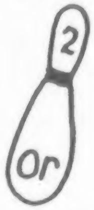
B. What's In A Sack? Place the following in paper sacks: card, corn, car, cork, jar, scarf, marble, fork, yarn, horn. Number sacks from 1-10. Have children number papers from 1-10. Pass sacks around. Child guesses what is inside by pinching, smelling, shaking sacks and records answers.

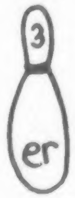
C. Partners. Print the following groups of letters on chalkboard some distance apart: ar, er, ir, or, ur. Prepare word cards for each of the words listed in the following pairs of words: short, shirt; star, stir; dart, dirt; farm, firm; torn, turn; far, fur; Carl, curl; barn, burn; hard, herd; porch, perch; pork, park; port, part; cord, card; clerk, Clark; curt, cart. Give one card of each pair to each child in half of the class. Have these children stand at front of room in a line. Give other card from each pair to each child in other half of class. Have these children remain at desks. Have first child in line hold up word card, read word, tell vowel sound and ask a "partner" to join him/her. The "partner" is the child in the other half of class who has a word with the same initial and final consonants but a different vowel sound. The two children place word cards on chalkboard ledge under correct headings. Continue until all partners are found and all cards are in correct piles.

101.

A. Bowling. Draw bowling pins and place ar, or, er, ir, ur on these with numbers 1 - 10 on the top. Print words having one of the "r" vowels. Child takes a card, names the word, and tells what combination it has. If the number one pin has the same, he bowls over the pin by erasing it. Places the card at the bottom of the pile. The next player must match "r" combination with the number two pin. When the ten pins have been bowled over or erased, the game is over.







B. Bag Some Peanuts. (1) Trace and color three circus elephants. (2) Label them
1 2 3
ar, or, and ir, ur, er. (3) Paste each elephant to the side of a small paper bag or milk carton. (4) Trace and color at least 12 peanuts. (5) Print an r-controlled word on each peanut. (6) Child reads the word on the peanuts and places them into proper elephant.

C. Shuffle Blackboard. (1) Write headings on blackboard: or, ar, ir, er, ur. (2) A child is chosen to stand at one end of the chalk tray. (3) At a given signal he slides the eraser along the tray. (4) The child must pronounce a word beginning with the starting sound above the eraser.

102. See activities for Skill 101.

103.

A. Snap Your Fingers. Children listen for specified variant vowel sound. They snap fingers if they hear it.

B. Use the following poems to introduce the variant vowel sounds, oo, oi, ow.

1. Rowdy, Dowdy, funny clown
Leads the crowd around the town,
Round and round, and up and down,
Rowdy, Dowdy, funny clown!
If you've learned to say this now,
You won't forget the sound of ou.

2. I can remember the sound of oi
By thinking of Roy, the fisherman's boy.
He did not want his fish to spoil,
And so he put it on to boil.

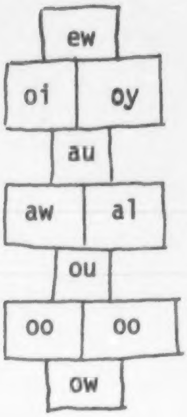
3. "Look, look, look!" says Nancy Brooke.
"At the double-o in my name!"
"It's just like book, hook and cook,
But in moon, it's not the same!"

C. Make A Chain. Prepare several strips of construction paper showing a small picture of a moon, a book, a point, a boy, a cow, a bowl, a house, a saw, of a word that contains the sound represented in the name of the picture on his/her strip. If correct, child may bend strip to form a link, paste or staple ends together and choose another child to continue. Game continues until all children have added their links to the chain.

104.

A. Sound Street. Each house is a different sound; child places picture or word cards in the correct sound house.

B. Play Bean Bag Hopscotch. Child tosses bean bag into a square. He then hops into the square. He then names a word containing that vowel sound and spelling.



C. Adapt "Twister" game to variant vowel sounds. In each space, place a word containing one of the variant vowels. Example: Put your right arm on a word that matches the sound and spelling of boy.

105.

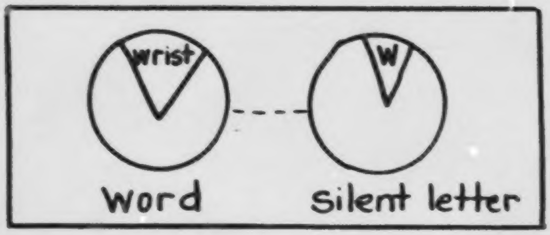
A. Cut several pieces of 9" x 22" poster board. Mount a picture at top of board as clue for pronouncing words. Example: picture of knight for words beginning with silent k. List several words on cards. Bind cards with large loose-leaf rings. Use cards for practice and drill.

B. Awake or Asleep. Write words on board that contain silent letter combinations and those in which all letters are sounded. Example: night, run, hour, gnaw, palm, six, go, knife, bed, ten, writing, me, climb, test.

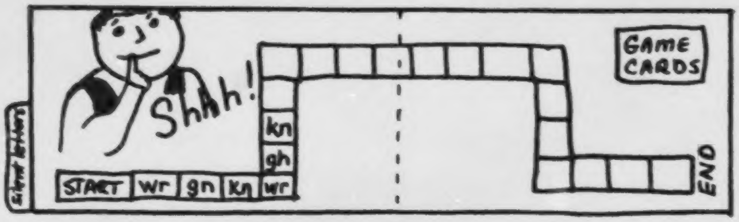
Make two headings on board. Label them "Sleepy spots" and "Wide awake." Have child say word, cross out sleepy spot and place word under correct heading.

106.

A. Silent Letter Wheels.



B. Silent Partners. Draw a gameboard of 20 squares on the inside of a manila folder. In the first square, print the letters wr; in the second square, gn; in the third square, kn. In the fourth square, begin the pattern over again. In the finish square, print all 3 letter combinations. Somewhere on the board make a 2" x 3" square to indicate where the cards are to be placed. Decorate the gameboard. For durability, cover the gameboard with clear CON-TACT paper.

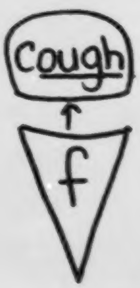


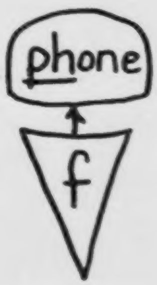
Prepare cards; one side with consonant combinations; the other side with word. Players put cards on pile with the word side up and place on the gameboard. The first player reads the word on the top card and says the silent letter in the word. He then checks his answer by looking on the back of the card. If the player correctly says the word and gives the silent letter, he moves his marker to the first square on the board that has the same first letters as the word he read. The card is placed at the bottom of the pile of cards. It is the next player's turn. If a player cannot read the word on his card once he is on the gameboard, he moves back one space and loses his turn. The winner is the first player to reach the finish.

107. See Activities for Skill 106.

108.

A. Match variant sounds.





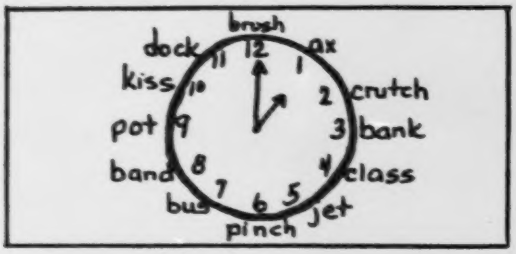
B. Circle words with variant sounds. Write sound above. Example: On Saturday Jimmy went to the bank. On the way home, he started to cough. When he got home, his mother took his temperature and found that he had a fever. She decided to phone the doctor. The doctor told Mother to bring Jimmy to his office.

109.

A. Print on chalkboard these words or other nouns children have learned: cat, boat, boy, dog, bed, car, girl, ball, apple, airplane, cake, cap, pie, table, tree, hat. Have child read word and tell how it would sound if it referred to more than one. As child pronounces plural form, add the final s. Have child tell what was added to make the new word and use new word in a sentence.

B. Quick Change. Use a unit or topic being studied. Write as many words as possible related to unit/topic and have children add plural endings. Example: Topic - Indians - 1. bow, bows; 2. feather, feathers; 3. fish, fishes; 4. headdress, headdresses.

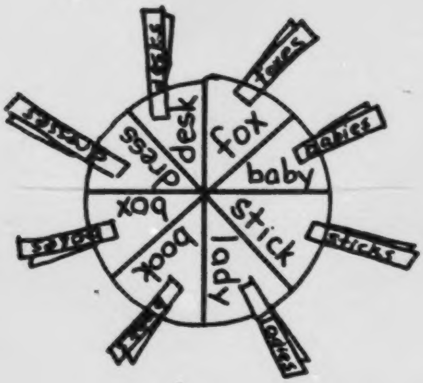
C. Beat the Clock. Give each child a sheet, as illustrated:



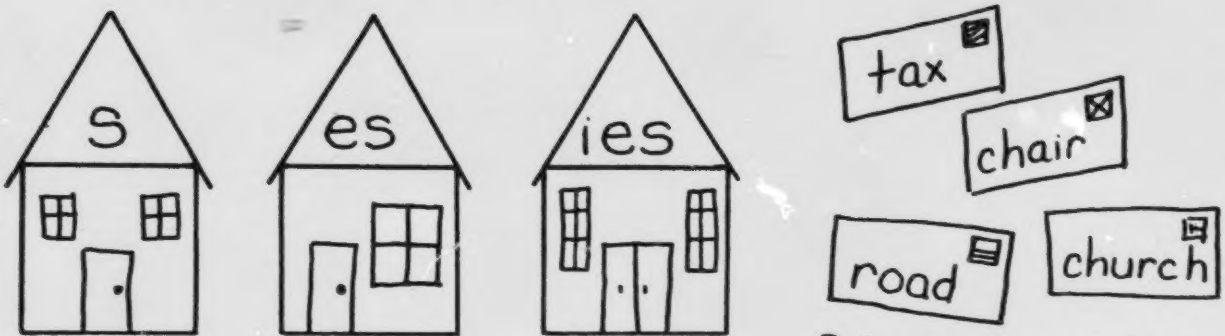
Help children locate starting place at one o'clock. Have children read each word to themselves, decide how plural is formed and add the letter(s) s or es. As they complete sheet, they go to chalkboard and print their names in a list. When all have finished, have first person on list read answers. If all answers are correct, child is the winner and was able to "beat the clock." If child has incorrect answer, the next person on list may tell the answers. The first person with all the correct answers wins.

110.

A. Use wheel and clothespin match.


desk
fox
baby
stick
lady
book
box
dress
foxes
babies
sticks
ladies

B. Sorting Game


s
es
ies
tax
chair
road
church

Deliver the letter to the right house.

C. Wipe off card

baby
match
head
puppy
color
door
pin

s
es
ies

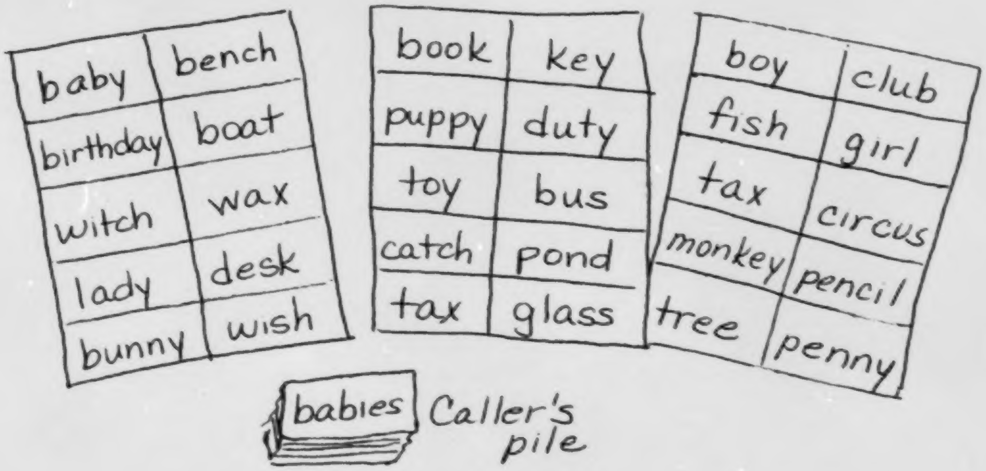
Draw lines to match ending for plural

111.

A. Make 3 oaktag kangaroos. Label the pouch of each kangaroo either s or es or ies. Make a deck of playing cards with one singular noun that forms its plural by adding s, es or ies on each card. Each child in turn draws a card from the pile and puts it into the pouch that indicates the correct plural formation of the noun named on the card.

B. Plurals Bingo. Can be played with up to four players. One of the players is the caller. Make bingo cards of singular nouns for the three players - use each noun only once. Make little individual name cards with the plural form of each of the nouns used on the bingo cards.

1. The caller picks a plural card and calls out the word.
2. The players check their cards to see if they have the singular form of the word on their card. If so, he must spell the plural form correctly. Then he may cover the word on his card with the caller's word.
3. The first person to fill his card wins the game. (The plural nouns used may be adapted to include any regular or irregular patterns being stressed.)


baby
bench
birthday
boat
witch
wax
lady
desk
bunny
wish
book
key
puppy
duty
toy
bus
catch
pond
tax
glass
boy
club
fish
girl
tax
circus
monkey
pencil
tree
penny
babies
Caller's pile

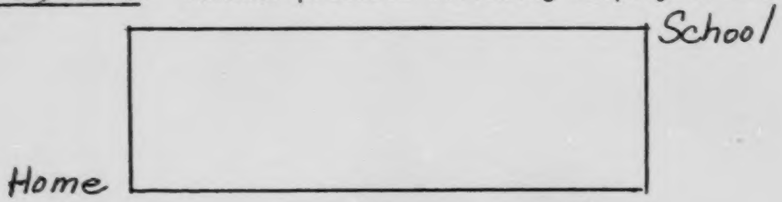
112.

A. Adapt activities for Skill #111.

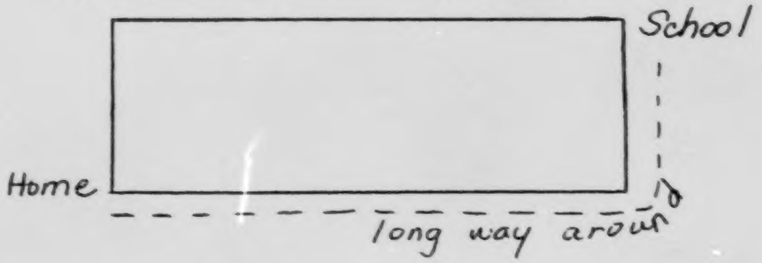
B. Distribute Christmas cards or other magazine pictures that contain many different objects. (one per student) Have the students "search" their pictures for nouns. Then they list the nouns in their singular form in one column, the plural form in another column.

113.

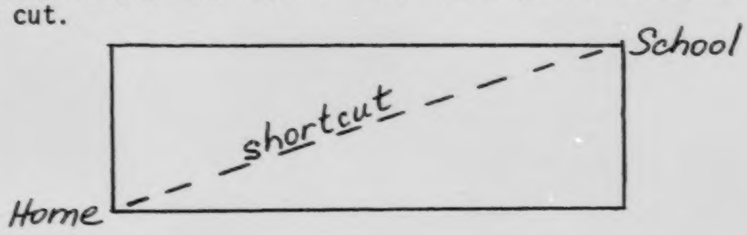
A. Short-Cut Words. Teacher produces following display on board.


School
Home

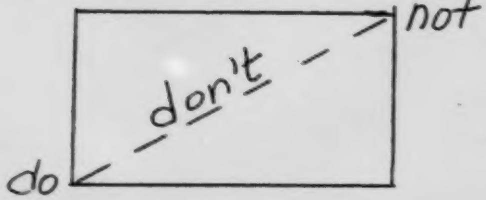
Teacher tells children the following story: There once was a man who had a field where he grew corn. During the summer no one was allowed to cross the field. So, people had to go the long way around.

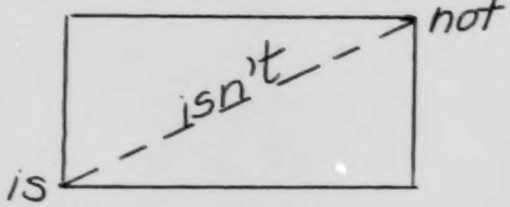

School
Home
long way aroun

But in the winter, snow covered the frozen ground and people were able to take a short cut.


School
shortcut
Home

Sometimes we use the long way around, and sometimes we use the short cut way way to say or write the same thought.





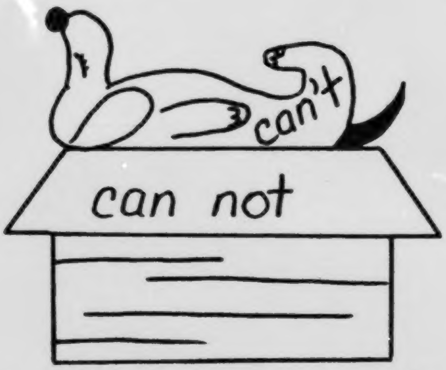
B. Angling for Contractions. Print contractions using not on 3" x 5" index cards and their uncontracted forms on another set of cards. Print "Go Fish" on two cards. Laminate all cards. Examples: will not, have not, has not, is not, are not, do not, did not, can not, should not, would not.

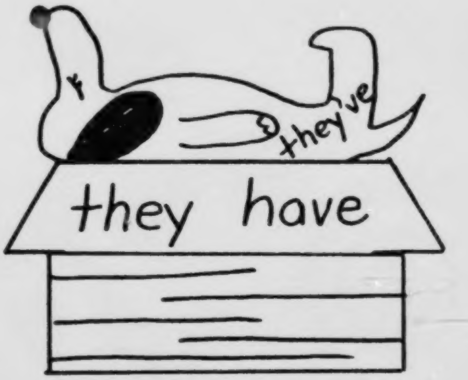
Procedure: Shuffle the cards. Deal five cards to each player. Put remaining cards in center. Each player in turn asks a specific child for a particular card that will match a card he holds in his hand. If the player asked has the card, he must give it up. If he does not have it, he says, "Go fish," and the player draws a card from the pile. Each time a player gets a pair, he lays the two cards down face up for the others to check. The first player to discard all cards is the winner.

C. Arrange with media specialist for a learning station to be set up in media center. Small groups may be sent to listen to a teaching tape and complete an accompanying response booklet. A post test may be administered in the classroom. Example: Contractions: What Are They?
Media Materials, Inc.

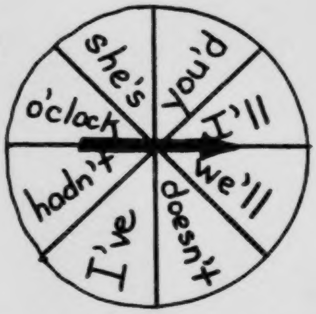
114.

A. A Dog's Life. Make a center for matching.





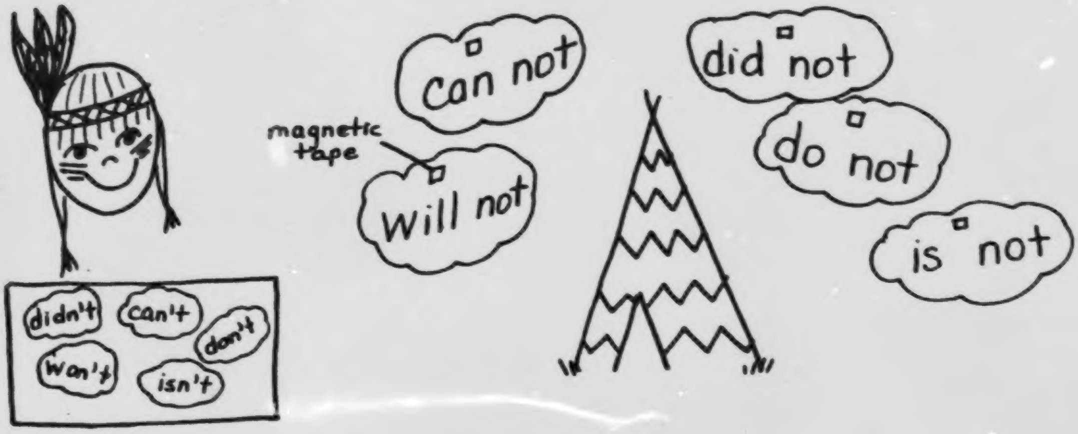
B. Clothespin Spin-a-Roo. The child spins. If he can identify the words for the contractions, he gets a point for his team.



C. Word Basket Turnover. (1) Give cards on which a contraction is written to half of the pupils. Give the other pupils cards bearing the two words from which one of the contractions is formed. (2) Ask one pupil to be "it." (3) As the teacher says either a contraction or a combination of two words, the pupil who holds the card with the two words changes seats. "It" tries to get a seat. The pupil who doesn't get a seat becomes "it."

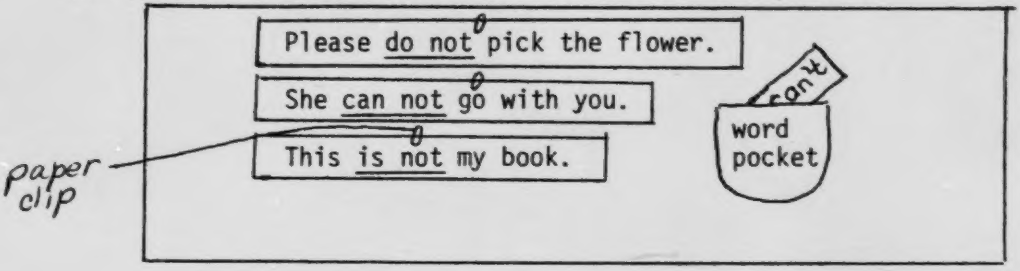
115.

A. Chief Contraction.


magnetic tape
can not
will not
did not
do not
is not
didn't
can't
don't
won't
isn't

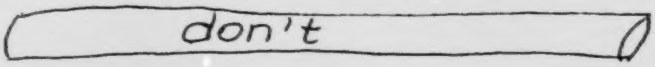
Put the correct contraction cloud atop its match.

B. Reveal the Contraction. Teacher writes several sentences on strips and displays them on a bulletin board. A contraction pocket is made from construction paper and the contraction word cards are stored in the pocket.

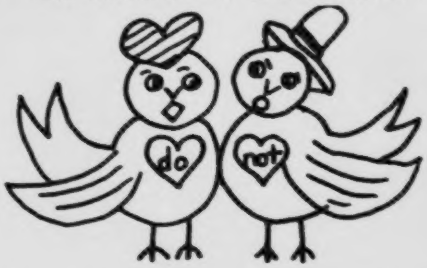

Please do not pick the flower.
She can not go with you.
This is not my book.
can't
word pocket
paper clip

Child selects the correct contraction card from the pocket and hooks it over the correct words in each sentence. Child checks word by turning over the contraction word card where the contraction components are indicated.

C. Lovebirds. Draw eight to ten branches on white posterboard. Color branches brown and print a contraction on each.



Trace eight to ten sets of lovebirds onto red posterboard. Color facial features and hats. Make little hearts from white construction paper. Print words for contractions on each of two hearts. Paste the two hearts which form a contraction on the breasts of a set of birds.



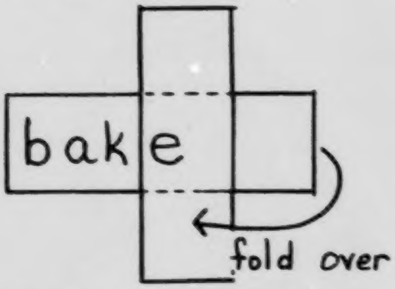
Cover birds and branches with plastic cut-out branches and cut each set of birds in half. Number the sets on the back as a self-checking device.

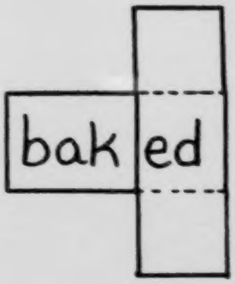
116. See activities for Skill 114.

117.

A. Need oaktag spinner. Around the circle put the specified endings. Child spins and has to give a word with that ending.

B. Flip-Flaps.



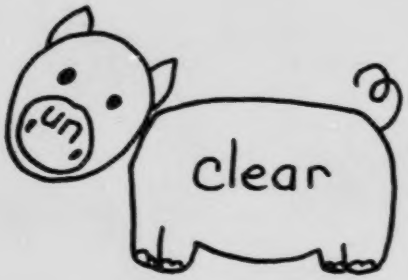


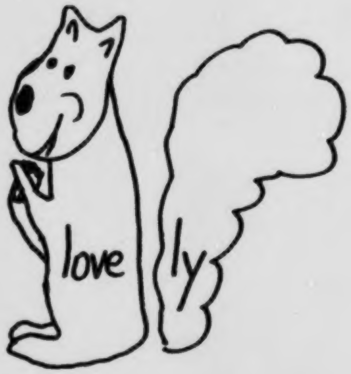
C. Extend activities to Leo the Late Bloomer, by Robert Kraus; published by Windmill Books, 1971.

118. See activities for Skill 117.

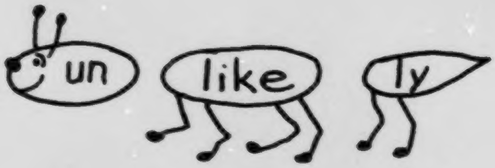
119.

A. Prefix Pigs and Suffix Squirrels.





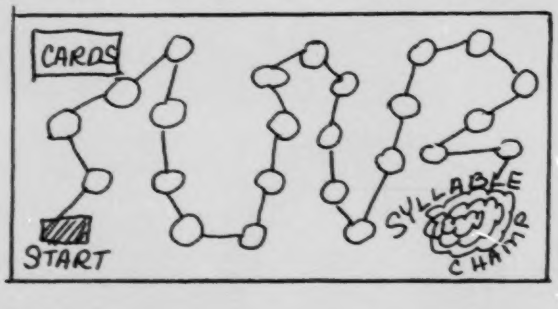
B. Rooty Ants.



C. Touchdown! Make cardboard football field, properly marked, with cardboard football, a number of small cards each involving a word containing a root word. Directions: The ball is placed on the fifty-yard line and goals are assigned. The word cards are placed face down beside the playing field. The winner of a coin toss selects a card, pronounces it, then spells the root word. If successful, he moves the ball ten yards toward his opponent's goal line. He continues to draw cards, gaining ten yards for each complete play. Having missed one, play goes to his opponent and the ball's play is reversed. Six points are scored when the ball crosses the goal line. The player making the touchdown moves the ball back to the ten-yard line for a point after touchdown play. One card is drawn. If he correctly pronounces and spells the root word on the card, an additional point is scored. Play then reverts to the opposite team.

120. The following activities may be adapted and used for Skill numbers: 86, 120, 121, 122, 123, 126, 127, 128, and 129.

A. Syllable Search. Make a deck of word cards. Words should contain prefixes, suffixes or a combination of both. An example of a game board is given. Directions: Place the deck of word cards face down. One player at a time draws a card and tells how many syllables are in the word. He moves his marker the same number of spaces. If he is challenged by another player and shown to be incorrect, he moves back two places.



Prefixes and suffixes introduced by this level: un, re, dis, in, pre, im, de, ex, sub, super, s, es, ies, ed, er, ing, est, y, ly, ful, ish, less, ly, ness, y.

B. Add the Suffixes. Copy this paragraph, filling in each space with a verb from the list. You will have to add s, ed, or ing to each verb to supply the correct verb form.

be
dream
think
owe
fight
live
go
speak
trade
call

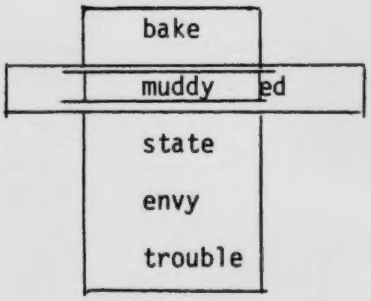
William Penn ____________ in England. William won many friends by ____________ king and wise. William was a Quaker, and they do not believe in ____________. William ____________ of ____________ to America where man speaks and ____________ freely. The King ____________ William a large sum of money. When it was time to pay the money back, the King ____________ land in America instead of money. William's new land was ____________ Pennsylvania.

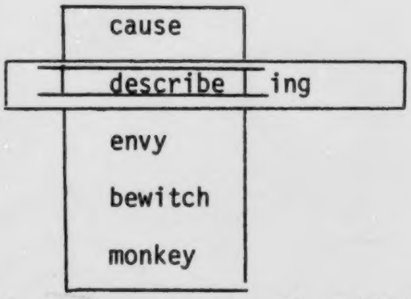
C. Tic-Tac-Toe.

play	sail	smile
divide	carry	cover
slip	enjoy	walk

The game is for two players. Each player is given cards with X's or O's on them. The first player chooses a verb from the game and spells the word correctly adding the suffix identified. (Sample could be used for s, ed, or ing.) If he spells the word correctly he places his X or O over the block. The first player to get three in a row wins the game.

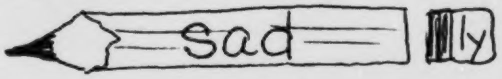
D. Suffix Strips.





Create suffix strips like those drawn above. The children must pronounce the words and spell the words correctly with the suffix added.

E. Match Pencils and Erasers.



F. Create stories that require the students to supply the correct forms of the words.

"The Case of the Missing Boa Constrictor"

The 5th grade class was not a very teachable (able to be taught) group of students (plural of student).
There was never much excitement (state of being excited) or happiness (state of being happy).

One day the 5th grade teacher decided to bring in a portable
(past form of decide) (able to be carried)

science laboratory. Inside one of the cages was a boa constrictor. The
(pl. of cage)

snake glided back and forth across the cage watching
(past form of glide) (pres. form of watch + ing)

the girls and boys who seemed fascinated
(pl. of girl) (pl. of boy) (past form of seem) (past form of fascinate)

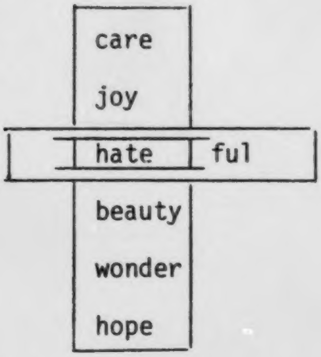
by its movements. Every day to the enjoyment of the class, the
(pl. of movement) (state of pleasure)

boa constrictor performed his activities.
(past tense of perform) (pl. of activity)

One day when the students arrived, the cage door was open and the
(past tense of arrive)

boa constrictor was missing. What happened?
(pres. form of miss + ing) (past form of happen)

G.



The student slides the root word strip and pronounces each new word formed by adding the suffix. He should keep a written list of all real words. (Be careful of spelling changes in the root word.) The dictionary can be used to check all answers.

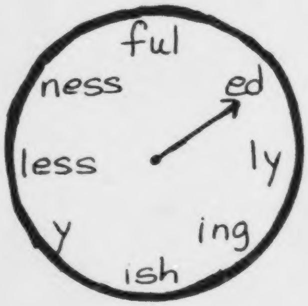
H. Suffix Rummy.

Players: Two to four

Materials: Sixteen 2" x 3" cards in which four cards have the suffix less, four have ish, four have ful, and four have ness. Sixteen other cards having one base word each. Use words such as: kind, neat, boy, fear, use, wonder.

Directions: The sixteen base-word cards are dealt out to the players. The suffix cards are put face down in a pile in the center. The first player draws a suffix card. If he can add the suffix to one of the words in his hand he lays this pair down. If he cannot he puts the suffix card under the pile from which it was drawn, and the next player gets a turn. The person to lay down four pairs first wins.

I. Make a large wheel. Print suffixes along the rim of the wheel. As each player spins the wheel he must give a word that ends with the suffix at which spinner stops.



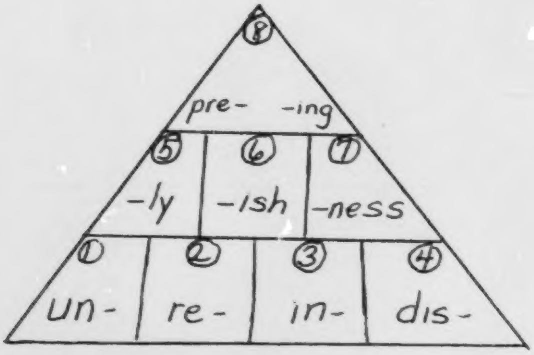
J. Quiz Bee.

Players: Two teams

Materials: Small cards on which certain words have been printed. These words may have their meanings changed by the addition of a prefix or a suffix. The cards are placed in a small box.

Directions: Several prefixes, or suffixes, are written on the chalkboard horizontally. The first child on Team A reaches into the box and and draws out a card. He is to make a new word by adding a prefix or suffix. He places his card on the chalk rail under the appropriate prefix or suffix, pronounces the new word and uses it in a sentence. One point is given for each word matched with a prefix or suffix.

K.



Climb to the top of the pyramid by supplying a word using the prefixes and suffixes indicated.

L. Building Words.

Players: Small group or class

Directions: A leader writes on the board five root words, as plant, write, forest, cover and move. The players are to build new words from these by adding prefixes and/or suffixes within a given time limit. They may use their dictionaries. Groups may be asked to use the words in sentences. The team with the most words (or sentences) wins.

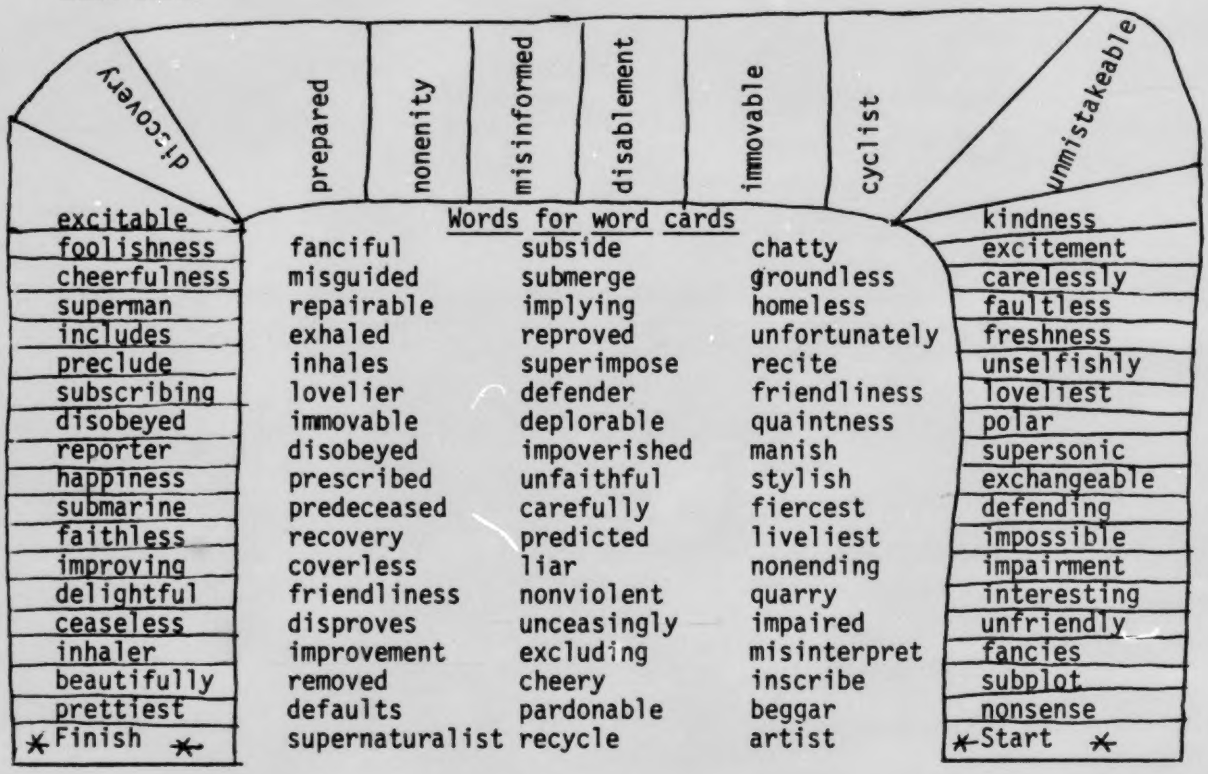
M. Prefix Pyramids. Either create your own (using definitions) or have the students (using a dictionary) make pyramids of words based on a certain prefix. Each additional word has one more letter than the preceding word.

Example: UN
undo (4)
unarm (5)
undone (6)
unclean (7)
unbutton (8)
unwrapped (9)
unassuming (10)
unnecessary (11)
unsuspecting (12)
uncomfortable (13)

N. Breakdowns. A game board and word list is given. If you wish to make your own, a list of prefixes and suffixes previously taught is listed under Skill #86. The suffixes or, and ist have been added for grade 6.

Directions: Pick up a word card. Say the word slowly and count the syllables you hear. Move your marker that number of spaces. Compare the word you land on with the word you picked. If the two words have the same prefix move an extra space. If they have the same root word move another space. If they have the same suffix move another space. If you wish, you can count the syllables on your word card and send the other player back that number of spaces, instead of moving your marker forward.

Game Board


Start
nonsense
subplot
fancies
unfriendly
interesting
impairment
impossible
defending
exchangeable
supersonic
polar
loveliest
unselfishly
freshness
faultless
carelessly
excitement
kindness
unmistakeable
cyclist
immovable
disablement
misinformed
nonenity
prepared
discovery
excitable
foolishness
cheerfulness
superman
includes
preclude
subscribing
disobeyed
reporter
happiness
submarine
faithless
improving
delightful
ceaseless
inhaler
beautifully
prettiest
Finish

Words for word cards

fanciful
misguided
repairable
exhaled
inhales
lovelier
immovable
disobeyed
prescribed
predeceased
recovery
coverless
friendliness
disproves
improvement
removed
defaults
supernaturalist

subside
submerge
implying
reproved
superimpose
defender
deplorable
impoverished
unfaithful
carefully
predicted
liar
nonviolent
unceasingly
excluding
cheery
pardonable
recycle

chatty
groundless
homeless
unfortunately
recite
friendliness
quaintness
manish
stylish
fiercest
liveliest
nonending
quarry
impaired
misinterpret
inscribe
beggar
artist

]

O. Big Deal. Create a deck of sixty-eight cards as follows
(16 prefixes):
7 - RE
3 - PRE
2 - MIS
4 - UN
(42 roots):
3 each- VIEW, HEAT, TELL, CALL, COVER, SPELL, EVEN, UNDERSTAND, FAIR, COIL, FORM, CLAIM, TAKEN, WRITTEN
(10 suffixes):
5 each - ED, ING

After the cards are shuffled, seven cards are dealt to each player, and the rest of the pack is laid face down on the table. The object of the game is to build as many words as possible by putting together prefixes, roots, and suffixes. To this end, each player, in turn, draws a card from the pack and, if necessary, discards an unwanted card, as in rummy. When a player feels he has accumulated enough points, he calls "STOP!" All the players then put their cards on the table and count their points according to the following schedule:

For calling STOP - 2 points
For any good combination of prefix and root - 6 points
For any good combination of root and suffix - 8 points
For any good combination of prefix, root, and suffix - 20 points
For the highest score in the round - 5 points
For unused prefixes, roots, and suffixes left in one's hand, points are subtracted according to the following schedule:
Prefix - 5 points
Root - 2 points
Suffix - 1 point
However, no more than the total number of points gained may be subtracted from any hand.
The winner of each round deals the next one.
A total of 250 points wins the game.

P. Quicky. (for 2 players only) Prepare a duplicate set of cards with the following words on them: JUDGE+MENT, LATE+NESS, DESIRE+OUS, ADVANTAGE+OUS, EXCITE+ING, ICE+ING, PEACE+ABLE, TIE+ING, GUIDE+ANCE, NINE+TEEN, ARGUE+MENT, OWE+ING, WHOLE+LY, HOE+ING, ACKNOWLEDGE+MENT, SHOE+ING, IMMENSE+LY, PURSUE+ING, SINCERE+LY, VALUE+ABLE, WRITE+ING, ARRANGE+MENT, FINE+LY, CANOE+ING, USE+AGE, MILE+AGE, IMAGINE+ARY, IMMEDIATE+LY, COMPLETE+LY, BECOME+ING, ARRIVE+AL, REMOVE+AL, AMUSE+MENT, ENCOURAGE+MENT, HOPE+ING.

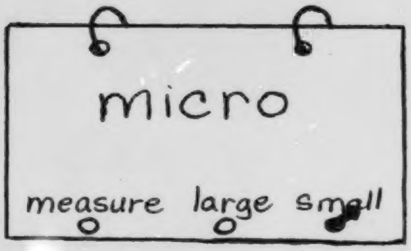
Prepare four cards, two cards with E and two cards with ~~E~~. Each player is provided with two boxes, one with E, one with ~~E~~ taped to it. Shuffle the cards in each set, and lay the two sets face down on the table, one before each player. At a given signal, each player picks up the top card from the deck before him, looks at it, and within 3 seconds, must put it into his left or right box, according to the player's instantaneous judgment about its spelling. When the signal is given again (a bell or a whistle) the players proceed to the next card on their respective decks and follow the same procedure, until all the cards in each deck have disappeared into the player's boxes.

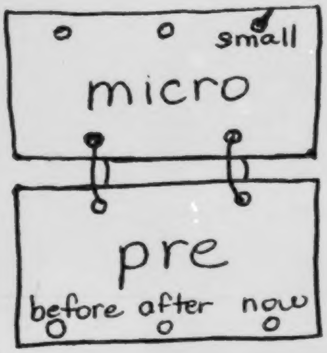
Now the players empty first the left and then the right boxes and compare their results. If there are any discrepancies, one player or the other has made a mistake. One point is gained for each card correctly placed to form a properly spelled word. The winner is the player earning the greatest number of points.

Q. Prefix Flips. Materials: 22 3" x 5" index cards
2 3/4" notebook rings
1 golf tee
paper punch

Directions: Print one prefix on each card. Below the prefix, write three meanings and punch a hole next to each meaning. The child reads the prefix or combining form, selects a meaning and places the tee in the proper hole. Then he flips the card to check if his answer is correct.

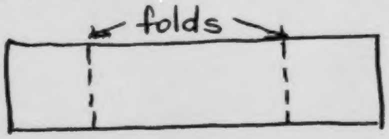
Prefixes and combining forms introduced through level six: un, re, dis, in, pre, non, mis, im, de, ex, sub, super, fore, ante, post, trans, anti, semi, micro, inter, mini, intra.

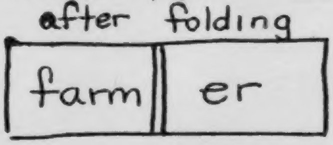




124.

A. Surprise Fold-outs. Provide child with a list of words with or, er suffixes. Child chooses several to illustrate on a "fold-out" paper:





Child writes word on outside, and draws picture of that word on inside. Picture will show when paper is folded out.

A list of or/er words where the suffix means one who or that which.

diner
reporter
interviewer
farmer
painter
singer
baker
driver
player
worker
dancer
jumper
writer
lover
killer
teacher

washer
stopper
sleeper
talker
shopper
viewer
consumer
buyer
gardener
bugger
mugger
morner
engraver
porter
explorer
tamer

dryer
inventor
actor
activator
sailor
aviator
tailor
illustrator
dictator
refrigerator
radiator
visitor
director
conductor
elevator
escalator

bather
swimmer
joker
crusher
defender
miner
follower
leader
speaker
walker
employer
trespasser
jogger
printer
cleaner
listener

reviver
smiler
sketcher
diver
doer
smoker
grower
thrower
catcher
pitcher
hitter
boxer
mover
looker
producer
entertainer

shaver
banker
informer
multiplier
runner
trucker
bomber
stumbler
juggler
advisor
divisor
protestor
collector
legislator
inspector
prospector
controllor
imitator
educator
administrator

B. Open a manila folder and place it lengthwise. On the top half of the folder print these directions. "Fold back the answer key so that you cannot see the answers as you work. Circle all the word endings. When you are finished, open the folder and check how well you did." Under the directions, print 24 words in three columns.

1. bigger
2. smallest
3. her
4. shorter
5. cheer
6. nearest
7. tighter
8. sister
9. lowest
10. longer
11. chest
12. thicker
13. deepest
14. softer
15. cleanest
16. faster
17. warmest
18. deer
19. higher
20. brother
21. pest
22. thickest
23. greener
24. coldest

Note: For variation, use words such as harvest, enter, happier, windiest, bumpier, laziest, luckier, etc. Teacher can decorate the folder and make answer key on bottom half.

C. Three of a Kind. Fill in the blank. You may use the Word Bank.

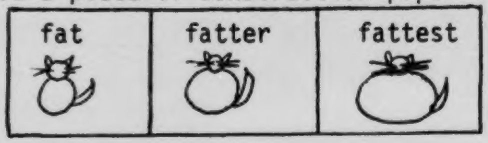
WORDBANK

near
longer
fastest
darker
cleanest
thick
deeper
softest

1. clean, cleaner, ____________________
2. dark, ____________________, darkest
3. deep, ____________________, deepest
4. fast, faster, ____________________
5. long, ____________________, longest
6. ____________________, nearer, nearest
7. soft, ____________________, softest
8. ____________________, thicker, thickest

D. Arrange with media specialist for a learning station to be set up in the Media Center. Small groups may be sent to listen to a teaching tape and complete the accompanying response booklet. A post test may be administered in the classroom. Example: Looking for Words That Compare, Media Materials, Inc.

E. Have the students fold a piece of construction paper into three parts.



The student thinks of an adjective such as fat, fatter, fattest and draws an object or scene to illustrate three degrees of comparison.

125.

A. What's My Hobby? (Ambition?) Each player brings to class three words connected with one of his hobbies. The words need not be new to him, but he should select words he feels will be unfamiliar to the majority of the class. The class is divided into two teams - boys against girls. The first boy gives his three words, and the girls have fifteen seconds to guess the person involved in the activity and win one point. After they have guessed (correctly or incorrectly), the boy defines the three words. Examples:

spare, strike, turkey - bowler
Monarch, mount, classification - butterfly collector
stethoscope, examination, laboratory - doctor
knots, fathom, Annapolis - sailor, officer

B. Teacher cuts several pictures from magazines or old work books of the same object. Example: an apple in three sizes. Student then thinks of adjectives that describe the pictures and labels them accordingly (small, smaller, smallest).

130.

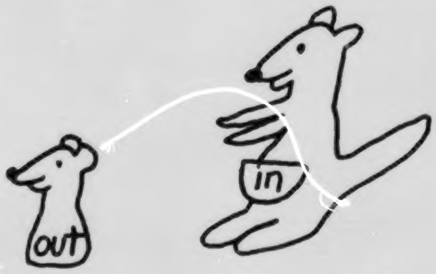
A. Syllable Detective. A number of cards are made (2" x 2") with a word on one side and the same word divided into syllables on the back.

jacket	jack et
(front)	(back)

The cards are placed in a pile in the center of the table, the front side up. One player starts by taking the top card and telling where it is divided into syllables. He then looks at the back. If he is correct, he keeps the card and the player to the left gets to play. If he misses, he puts the card on the bottom of the pile and the player on his left gets to play. The person with the greatest number of cards after all have been taken from the center pile is the winner.

131.

A. Catch a Baby Kangaroo. Match antonyms in kangaroo pouch.



B. Antonym Bingo. Teacher or child pronounces a word. If player has a word meaning the opposite, he may put a marker on that space.

Card
5 spaces
by
5 spaces

hot	in	on	no	top
fast	up	wet	sad	bad
		FREE		

C. Rewrite a Story. Teacher prepares a chart story with action words underlined and a word bank to be used for substituting new words for the underlined words. Example:

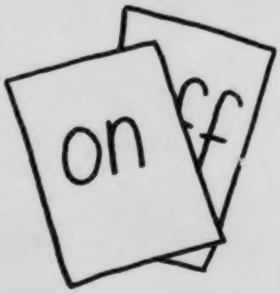
The little girl got a new dog for a pet. The dog had white fur, four large feet and a warm nose. The dog and the girl went for a walk. It was a sunny day.	Word Bank little big black cold run cloudy

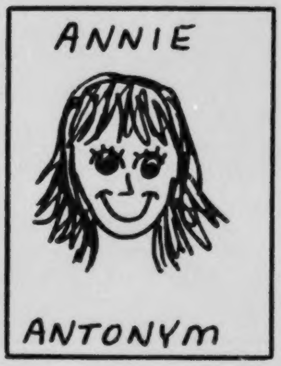
The children are instructed to copy the story on paper and substitute for the underlined words, words from the word bank, having the opposite meaning. The teacher or an aide should check the word for accuracy.

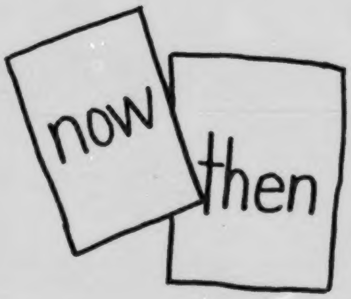
D. See Mr. & Mrs. Opposite by Sylvia Tester or other appropriate trade books.

132.

A. Annie Antonym Game - Played like Old Maids; form pairs of antonyms.

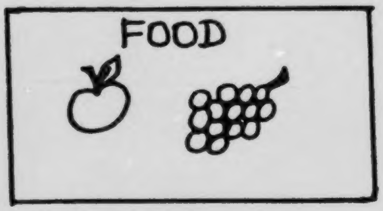


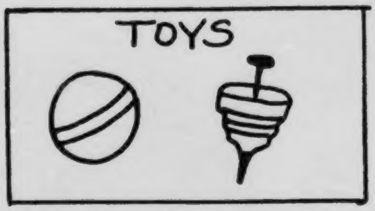




133.

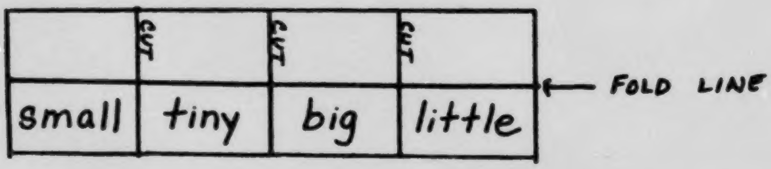
A. Synonym Show-Off. Teacher prepares three displays on oaktag paper with pictures and a title on each.





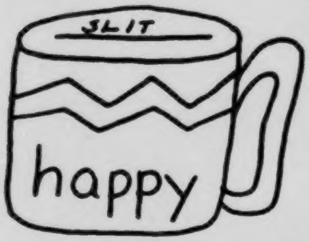
Children are given magazines and are told to cut out similar words and/or pictures, which are to be pasted on the correct display. When the displays are completed, they may be displayed.

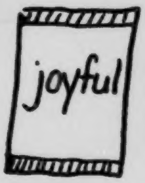
B. Synonym Fold.



Child folds down flap which does not match. Flaps are coded.

C. Mug of Synonyms. Trace five mugs and fifteen packets, (these are made to resemble the hot chocolate mix). Use posterboard or oaktag. Decorate each mug and write a word across the center of each. Cover with plastic. Slit the mouth of each cup with a razor blade so that packets can be placed in the openings.



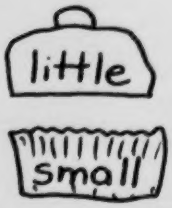


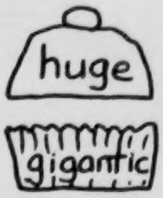
Outline each packet and place a synonym on each one. Make three synonym packets for each mug. Code mugs and packets for self-checking.

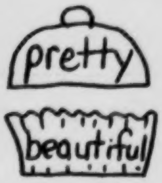
D. See The Loud-Noisy, Dirty-Grimy, Bad and Naughty Twins by Sylvia Tester or other appropriate trade books.

134.

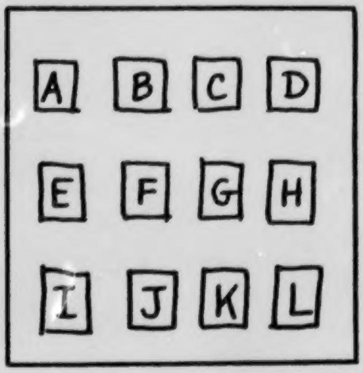
A. Cupcake Match. Code color of icing to paper cup or by numbering backs of top sections.

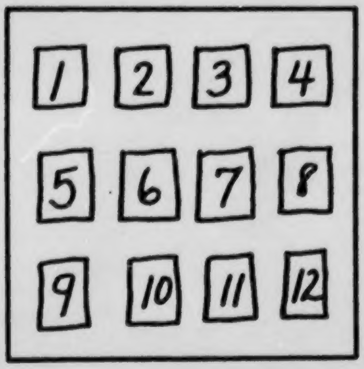

little
small


huge
gigantic


pretty
beautiful

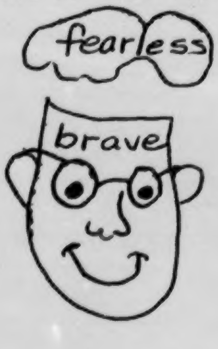
B. Concentration Game. Match letters and numbers to find synonym.


A
B
C
D
E
F
G
H
I
J
K
L


1
2
3
4
5
6
7
8
9
10
11
12

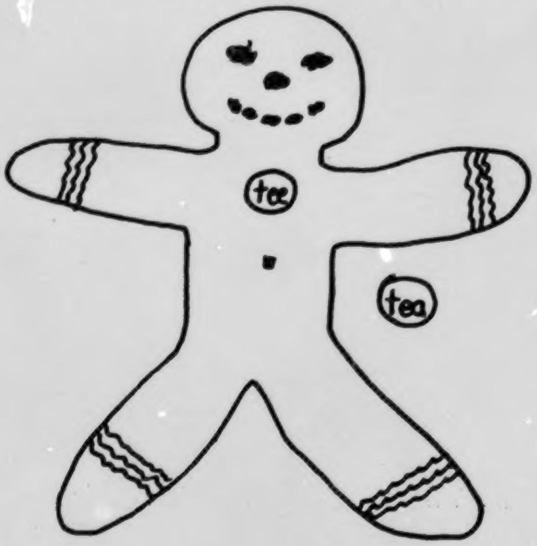
C. Duplicate the story. Write the synonym of every underlined word. Example: Betty wanted to go to the wonderful circus. She wanted to see the silly clowns and the beautiful horses. She wanted to go in the large tent and see the chubby man and the skinny lady. When Betty's mother told her she could go, she was so happy she screamed for happiness.

D. Match the toupee to the correct face.


fearless
brave

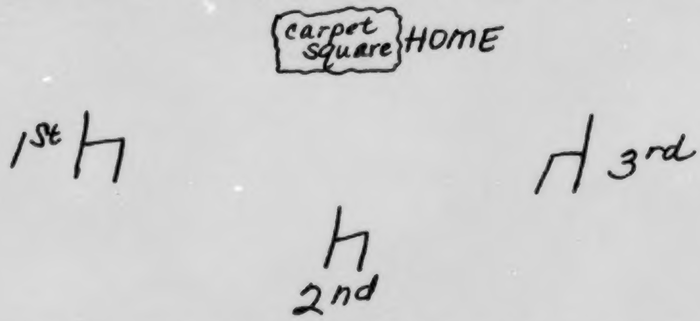
135.

A. Tasty Homonyms. Prepare ten gingerbread figures. Draw one button on each figure and write a word on it. Write its corresponding homonym on an attachable button (use magnetic tape). Child matches words.



B. Homonym House. Hang up a house on a bulletin board. Give each child a foot pattern on which is written one of a pair of homonyms. Before the child can put his "foot" in the house, he must correctly identify his homonym and give a homonym for it and use them both in a sentence.

C. Homonym Baseball. Teacher sets up an area of the classroom to resemble a baseball diamond.



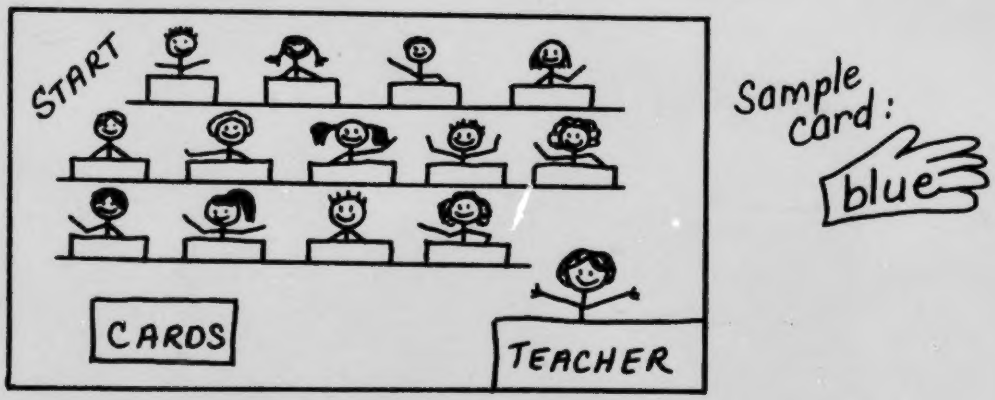
Game is played with two teams. The first batter of the first team to bat stands on the mat and the teacher "pitches" (flashes) a word card (e.g. hear). First batter must identify the word and provide its homonym. He then uses the new word in a sentence. If the child completes the exercise, he proceeds to first base. If he misses, he scores an out. When there are three outs, the opposing team tries its skill. At the end of the game, the team with the most runs is the winner.

D. See What Did You Say? by Sylvia Tester or other appropriate trade books.

136.

A. The Pair-Pear Tree. Teacher makes large tree and displays it on the bulletin board. Construction paper pears are stored in a pocket near the tree. Child participates by writing a pair of homonyms on the pears. Activity continues until tree is covered with pears.

B. Handsome Homonyms. Teacher prepares a game board from oaktag. Each child is given construction paper, scissors and pencil. The child is to trace his or her hand on the construction paper and cut it out. When labeled with the child's name, it becomes his marker. The first child draws a hand from the box. The child must identify the word and use it in a sentence. Example: If the hand drawn from the box has the word blue on it, the child's sentence might be "The sky is blue." The child must then say the word's homonym form and use it in a sentence. When he does all this successfully, he or she may advance to the first desk on the game board. If incorrect, child puts word hand back in box and loses turn. The first child to reach the teacher's desk is the winner.



C. Recognize homonyms from verses made from the following pairs. Draw a picture to go with the verse. Example: Though he wore no clothes,/ He wasn't BARE/ Because he was/ A furry BEAR. Homonyms: hair, hare; know, no; hear, here; wood, would; their, there; scene, seen; pair, pear; blue, blew.

137. These activities apply to Skills 137, 138, 139, 140 , and 141.

A. Crazy Content. (The Great Per., p.287) Rewrite a paragraph from a favorite book and delete all the adjectives, nouns, and/or verbs. Have a friend give you an appropriate word for each blank (Say: "Give me a verb, a number, a plural noun...."); then read the paragraph aloud.

B. Gramo. Prepare cards similar to Bingo cards with GRAMO in the top spaces. Under each letter in individual boxes, list parts of speech. From prepared slips, leader calls a letter and a word (e.g. R-cat). All players check under that row for the word noun, since cat is a noun. Game proceeds until one player completes a whole row.

C. (The Language Arts Idea Book, p.109) Place the headings WHO, ACTION WORDS, HOW, WHERE, and WHEN on the chalkboard. Make a list of action words used in car racing or other activities. After the list has been written on the chalkboard under the ACTION WORDS column, ask the following questions: (1) Who might do these activities? (2) How might he do it? (3) Where did he do it? (4) When did it happen? Ask each child to choose a word or phrase from each column, developing a sentence of his own. Adaptable for Skills 148, 159, 162, 168, 169, 170, 171.

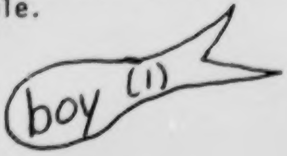
D. (77 Games for Reading Groups, p.34) Each child makes a chart with parts of speech in the left column and any letters he chooses across the top. In the squares where each part of speech intersects with a letter, the children write as many parts of speech as they can find that have that letter in them. All the words should come from a specified section of the text.

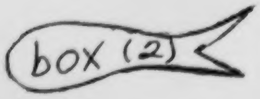
	S	A	R
VERB			
NOUN			
ADJ.			

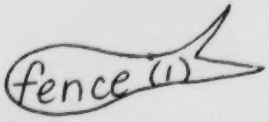
E. Clue. (77 Games for Reading Groups, p.34) Say: "I'm thinking of an adjective with six letters on page____." Children search for this word and write it down. At a signal, all pupils with the correct answer score one point. This can be repeated with nouns, verbs, etc. The winner is the child who has the most points.

F. Complements: The Object of the Game. Using a regular deck of cards, on each heart card write a noun or pronoun suitable for the subject of a sentence, all with one color marker. On the diamonds, in another color marker, write complements: predicate adjectives, predicate nouns, predicate pronouns. On each spade write a verb, with about half of the verbs as "to be" and other linking verbs. The clubs are objects, both nouns and pronouns. The fact that the subjects and complements appear on suits of the same color helps to establish an association between these sentence elements. The deck is dealt to two, three or four players. In the first play, a subject is laid down; in the next, a verb. The third player has a choice of declaring the sentence finished (for four points) or of adding the appropriate finisher - an object or a complement, depending on the kind of verb. Then a new sentence is started. Each player receives the face value of the card he plays. Points should immediately be credited on scorepads as cards are played. In any turn, if a player doesn't hold a playable card and cannot declare a sentence complete, simply pass to the left.

G. Fishing for Nouns. Supply students with a list of sentences. On fish shapes write all the noun words and the number of the sentence in which they appear. Example: (1) The boy threw the ball over the fence; (2) The box was hidden under the table.







Student fishes for a noun, reads the number sentence that appears on the fish, and then decides if the noun word is or is not the subject noun. Score one point for each correct answer. VARIATION: You may want to include words from the sentences that are not nouns. Student would first decide if a word is or is not a noun (1 point), and then decide if it is or is not a subject noun (1 point).

138. Adapt activities for Skill 137.

139. Same as above, activity G.

140. Same as above.

141. Same as above.

142.

A. Memory Game. Write the subject pronouns on 3" x 5" cards, one pronoun per card. Have students take a card and line up in front of the class. Those in their seats must study the sequence of the words, then cover their eyes while those with the cards rearrange themselves. The class then tries to put the pronouns back in their original sequence. This same activity can then be done with object pronouns. The purpose is for the children to become aware of specific categories of words.

B. (The Whole Word P. 100) Pronoun - Who Poems. Have the children write lines beginning with pronouns (I, you, he, she, it, we, they) and with the word "who" in the middle of the sentence. For example: I am the man who wrote this sentence. You are the person who reads it. He is the one who saw you reading it. She is the one who asked what you were doing. It was the sentence who said just one thing. We are the morons who didn't understand. They are the geniuses who explained it to us.

143.

A. From the eight letters of the noun Smithery, can you find fourteen different pronouns? Categorize your answers as subject, object, or possessive pronouns. Solution: Subj. he, I, it, she, they. Obj. her, him, me, them. Poss. hers, his, its, their, theirs.

B. See activities for Skill 142.

144.

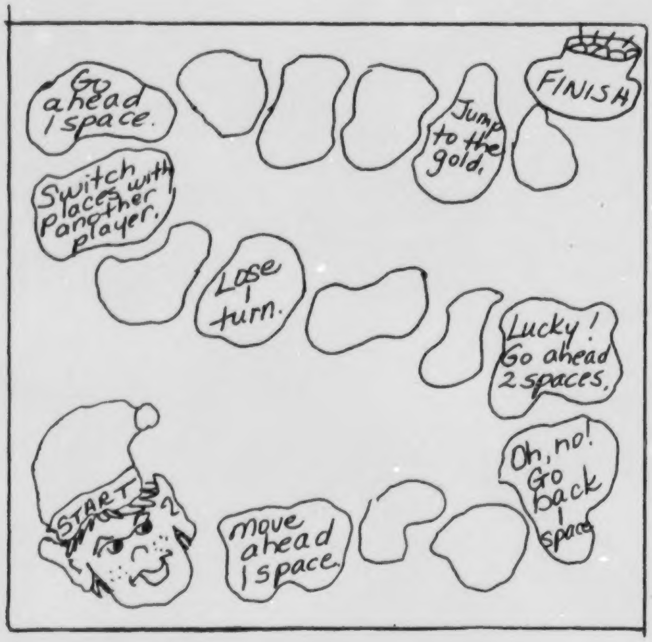
A. (Language for Daily Use T66) Have the students sign three slips of paper. On one slip, have them write a verb of action or a verb of being, and the word VERB. On the second slip, have them write the name of a person or thing, and the word NOUN. On the third slip, have them write either a subject or object pronoun (not you or it), and the word PRONOUN.

After the students have prepared their slips, have them fold the papers and place them in three different piles. Then have each student pick one slip from each pile. Tell the students to compose a sentence that correctly uses the verb, the noun, and the pronoun.

145.

A. Adapt activities from Skills 142, 143, and 144.

B. Extraordinary Elf. Game board and sentence cards are needed. Examples are given. Directions: This is a game for two players. One person draws a card. If it is answered correctly move ahead one space. If you land on a space with directions, be sure to follow them. The first person to reach "finish" wins.


Go ahead 1 space.
Jump to the gold.
FINISH
Switch places with another player.
Lose 1 turn.
Lucky! Go ahead 2 spaces.
Oh, no! Go back 1 space
START
move ahead 1 space.

Margaret broke her leg.
Change the subject to a pronoun.

She practiced her music.
What is the subject of this sentence?

Name two possesive pronouns.

Name two subject pronouns.

Give a sentence using a pronoun as the object.

Give a sentence using a pronoun as the subject.

He found his hat on the floor.
Name all the pronouns used in this sentence.

Name seven pronouns.

146.

A. Use pictures showing action and discuss the action involved. Write the action word on the board. Ask the children to use five of the examples in sentences. Omit actions from sentences given orally or in written form. Children must supply the missing verb.

B. Hold up a picture and ask a volunteer to describe the picture in a complete sentence. The volunteer calls on another member of the class to repeat the verb he used in his sentence.

C. (The Great Perpetual Learning Machine) Write a sentence where everyone can see it; for instance, "The poor man ________________ into the room" Distribute cards on which various words that would fill the blank are written (crept, hobbled, dashed, marched, crawled, fell). Actors take turns performing the action while others try to guess at the word.

D. (Effective English P. 67) Have students draw a personal time line with years of age marked. Ask them to write significant events for each year, such as the following: I lost my first tooth; I went to the hospital; I started school. Then have them underline all the action verbs.

147.

A. Supply students with sentences (on board or ditto) that have all helping verbs omitted. Students supply words to correctly complete sentences. Categorize responses as helping verbs.

B. Adapt activities for Skill 137.

148.

A. (Language Games P. 81) One child stands and asks a question of another child who responds by using another form of the same verb. For example: (1) "I saw a jet bomber. What have you seen, Mary?" Mary answers by saying, "I have seen a __________________." (2) "I ate a pear. What have you eaten, Jerry?" Jerry answers, "I have eaten a __________________."

149. See Skill 150, activity B.

150.

A. Find verbs in the grab bag that make sense in the first sentence. Write them on the lines below the sentences. Do the same for the second sentence. (1) Betsy _______ skateboards; (2) Mark_______ happy about the party. The words you pulled out of the grab bag are verbs. Which sentence uses verbs that tell about doing or action? Which sentence uses verbs that do not tell about action?

B. (Macmillan P. 237) Provide cards on which are written one of the following linking verbs: am, are, is, was, and were. Make another set of cards with the following action verbs: selling, melting, flying, jogging, painting, driving, and seeing. Have students take turns choosing one card from each set. He or she must display the cards and make up a sentence using them.

151.

A. Present the lesson with objects to taste, smell, touch, see and ask children to write sentences to describe their feelings about the objects. Peppermint candy, pretzels, fruits of different types are good objects to use. Example: The peppermint candy felt sticky. The pretzel tasted salty.

152. See activities for the previous Skills.

153.

A. Verb Rummy. Create a deck of cards that contains the principal parts of irregular verbs. (One part to a card). Shuffle the cards and deal 7 to each player. The remaining cards go in the center in a pile with the top card removed and facing upwards. The game proceeds as in regular rummy. The players lay down any sets they may have before play begins. The first player to use all his cards is the winner. (Sample sets: run, ran, run, running
do, did, done, doing
go, went, gone, going

B. Fish. Use the same deck of cards as created for A. Shuffle the cards and deal 4 to each player. The remaining cards go in the center in a random pile, facing downwards. The game proceeds as in regular Fish with the players asking each other in turn for the parts of the verb that they need. If the player asked does not have the part requested, he tells the person "to go fish." As in rummy, the player lays down any sets as he gets them. The first player to use all his cards wins the game.

C. Time Sense. Distribute two copies of the same paragraph as illustrated by the example below. Have the students write the paragraph as if it, the event, were occurring TODAY and as if it had occured YESTERDAY.

YESTERDAY,
TODAY, the sixth grade students __________ (go) on a field trip. They

__________ (pack) lunches and __________ (ride) the school bus. They __________ (arrive)

at 10:30 and __________ (tour) the museum for an hour. The __________ (see) several of

the major exhibits. They __________ (eat) lunch in a park and __________ (board) the bus

again at 12:15. Last, the students __________ (stop) for an hour at the science

institute before they __________ (leave) for home.

154.

A. (Macmillan Eng. P. 293) List several pairs of famous twosomes. Have the students write one compound sentence about each pair. (1) Jack and Jill; (2) salt and pepper; (3) Orphan Annie and Sandy; (4) Peter Pan and Tinkerbell; (5) Robinson Crusoe and Friday; (6) bread and butter.

B. (Macmillan Eng. P. 291) Have the students complete sentences similar to the following. Identify compound subject nouns and compound verbs. (1) ________ and ________ laughed; (2) ___________ and __________ spilled on the floor; (3) __________ and ___________ are red; (4) A haunted house _____________ and ____________; (5) The rocket to Mars ___________ and _____________; (6) The magician ______________ and ___________.

C. (Macmillan Eng. P. 159) Read the following paragraph to the class; have them listen for compound subjects: Debbie and David invited some friends to go camping. Belinda and Penny brought all their camping equipment. Their tent and sleeping bags were brand new. The other things were old. Penny and David said they would cook. Belinda or Debbie will wash dishes.

155. Skill implies the activity.

156.

A. Cut pictures from magazines. Children explain picture by writing captions such as man's hat, child's toy, tree's leaves.

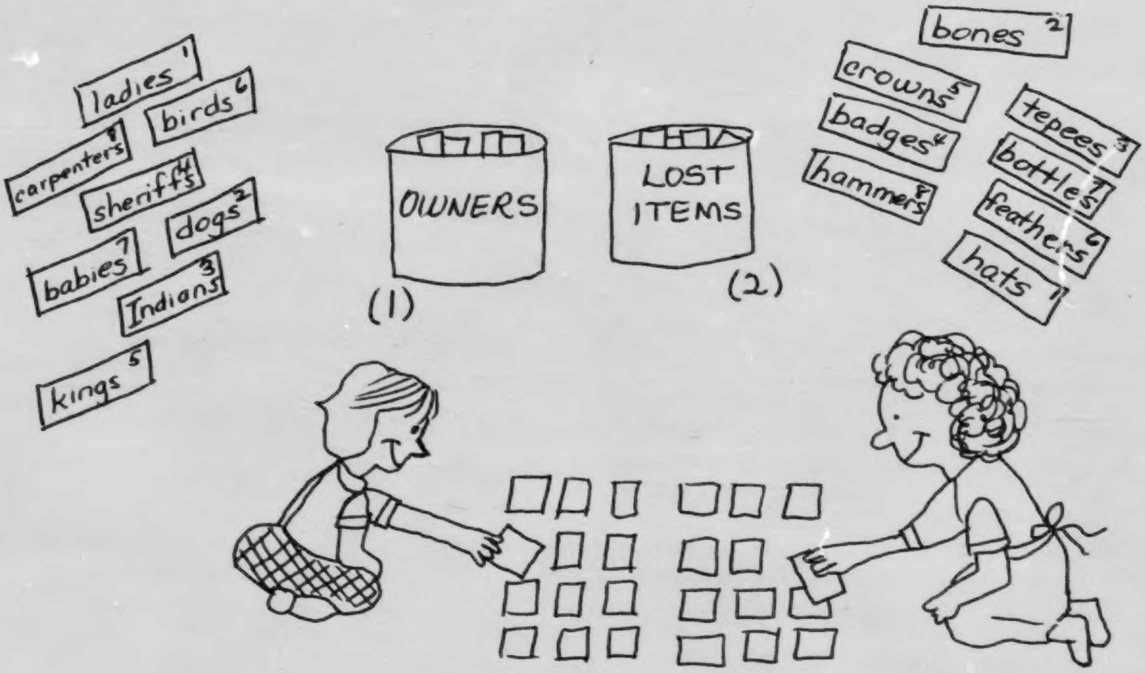
B. (Macmillan (6) P. 121) Have students bring recipes of their favorite foods. They should identify the recipe with a possessive noun. Mama's meatballs, Gordon's goulash. Under the recipe, they can write one descriptive sentence using a possessive pronoun (Skill 143) and adjectives (Skill 160). Her meatballs are firm and juicy. His goulash is spicy.

157.

A. Have each student identify something which is his or hers, then have that student call on another student using the possessive to state that the item belongs to him or her. Example: This is my pencil. Response: That is John's pencil. Have someone write the response on the board.

157.

B.


ladies 1
birds 6
carpenters 8
sheriffs 4
dogs 2
babies 7
Indians 3
kings 5
OWNERS
(1)
LOST ITEMS
(2)
bones 2
crowns 5
badges 4
hammers 8
tepees 3
bottles 7
feathers 6
hats 1

Lost and Found

Materials: 2" x 4" poster board cards, yellow and white (any two colors)
felt marking pen
two coffee cans, covered with paper

Directions: Write a plural possessive noun ending in s on each yellow card (1). (For purpose of skill omit apostrophe at this point). These are the owners. Write the name of an object belonging to each owner on the white cards (2). These are the lost items. Number code the corner of the matching cards as illustrated. Place the cards in the corresponding cans and label. Write student directions on the back of one can.

Student Activities: Find a friend and remove the cards from the cans. Students must place each set of cards face down in two separate arrays and then take turns drawing a card from each set, trying to match each object with its owner. Check the numbers in the corner. If a player choses a pair that matches the student must write a sentence using the matched pair with the apostrophe correctly placed on the plural possessive. If the sentence is correctly written in regards to the possessive,the player may keep the matched cards. Cards that do not match are replaced in the same position in the array (as in Concentration). The player with the most cards at the end of the game is the winner.

C. See Skill 156 for activities to adapt.

158. Skill statement implies activity.

159.

A. Adjectives in shapes.

A
Sly
Droll
Dancing
Christmas
Elf

A
Shy
Sweet
Dimpled
Christmas
Doll

A
Gay
Clear
Chiming
Christmas
Bell

B. Go for a walk around school. Teacher writes down words given by students while describing what they saw. Students use the words or phrases that they gave to the teacher in a paragraph or a story.

C. Make a chart of words most commonly used by children to describe things. See if the children can think of other words which mean the same thing. Sample list words: good, pretty, nice, happy.

D. Select a paragraph that has a large number of descriptive words. Duplicate the paragraph, leaving spaces for the descriptive words. The children are asked to fill in the blanks with their own description words.

E. (The Great Perpetual P. 287) Feely Box. Cut a hole in a large box and cover it with cloth so you can't see inside. Put a variety of things in it (one at a time!). Reach in it and feel the object--write an adjective or phrase describing its size, shape and texture.

F. (The Language Arts Idea Book P. 75) Adding Words. Instead of adding up numbers, add up words. Examples:

ominous clouds
+cooling temperatures
a rainshower

zesty cheese
+tangy tomatoes
tempting pizza

high speed
+reckless driving
a traffic accident

hanging icicles
+soaring temperatures
dripping water

G. The class is divided into groups A and B. The first player of Group A looks around the room and says, "I see a ________________" and perhaps adds "table." The first player of Group B must respond by repeating the sentence by adding an adjective that describes the table in the room. He then looks around and says, "I see a _________" and gives a noun of his own choosing. The second player of Group A now adds an adjective to the sentence describing the object seen by the player in Group B, and then makes up his own sentence using a noun. And so the game goes on. Students should not repeat an object or adjective, if possible.

160.

A. Pick a topic such as flowers, birds, or dinosaurs. Teacher writes "look, feel, smell, sound" on chalkboard. Children contribute descriptive words and phrases and the teacher lists them in appropriate column. Leave the lists on the board to motivate the stories the children will write.

B. (*Macmillan* P. 229) Ask students to write five sentences about their favorite person. Each sentence should contain a linking verb. Have them circle the nouns and underline the adjective.

C. (*Macmillan* P. 227) Have students make up riddles such as the following: It is an animal. It is large and gray. Its tail is short. Its nose is very long.

D. See activities for Skill 159.

161.

A. *Alphabetical Adverbs*. Give a sentence containing an action verb that can be modified by a series of adverbs. Each player gives a new adverb, but it must be given in alphabetical order. Example: The pilot flew the plane __________.

Player 1	Player 2	Player 3
acrobatically	bumpily	carelessly, etc.

B. *Garbo Adverbs*. Players remain in seats and one person is asked to leave the room. While he is gone, an adverb is chosen. When the person returns, he asks any person in the room a question. That person must answer honestly but in the manner of the adverb decided upon. The questioner, after hearing several responses, tries to guess the adverb.

162.

A. Teacher may give students a list of adverbs and have the students categorize them as to whether they answer the question *how* or *when*.

163.

A. See activity for 162 and include in the list of adverbs to classify those that will answer the question *where*.

164.

A. Using an empty box and any object, see how many different places you can place the object in relation to the box. Examples: *in* the box; *under* the box; *beside* the box; *over* the box.

B. (*Effective English* 5 P. 293) "The Cow Jumped Over the Moon." The first player says, "The cow jumped over the moon." The second adds another prepositional phrase after saying the first clause. For example: "The cow jumped over the moon and through the barn."

C. (Language for Meaning Workbook 6 P. 61) Complete the description of Lorraine's trip to the airport using prepositions that make the best sense. Lorraine left home early ________ the morning. Her mother waved ________ at the doorway. She walked ________ the path for awhile until she saw a mountain ahead ________ her. She decided to go ________ the mountain instead of climbing over it. Next, she walked ________ a hollow redwood tree and ________ a field ________ grass. What she saw scared her. Two lions sat on either side of the path. She held her breath and walked right ________ them. As soon as Lorraine thought the lions were far enough ________ her, she began to run. Ahead was a dangerous pit with alligators ________ it. The only way of getting across ________ the other side of the pit was ________ a rope. It hung ________ a limb of a tree. Lorraine grabbed the rope ________ both hands and held ________ it as tightly as she could. She swung ________ the alligators and landed ________ the other side. She could hear the alligators growling ________ her as she sailed through the air. Now she knew the worst of the trip was ________ her. At last she came ________ the town. She walked ________ the town quickly and headed ________ the airport. She bought her ticket ________ the booth. Then she ran ________ the door ________ the waiting plane. The plane lifted ________ the ground and zoomed ________ the clouds. Lorraine looked ________ the ground. ________ a moment, she thought she could see a little dot in the woods, waving.

165.

A. Where Am I? Designate a child to go before the class. He names an object in the room and then dramatize or show by his actions, the relationship between himself and the object he names. Example: Name the clock on the wall as the object and stand under it. Continue with the object until children have exhausted all possible relationships.

166.

A. Compose imperative sentences which might be spoken by: crossing guards, parents, policemen, monitors, patrolmen, teacher.

167.

A While viewing the sound filmstrip Kinds of Sentences, Organizing Ideas, Pied Piper Productions, students may participate in exercises designed to accompany the lesson. Ditto lessons to extend and reinforce concepts are also included. NOTE: This activity is suitable for large, small group, or individual use.

B. Compose interrogative sentences related to social studies and science units. Call upon students to give answers in the form of declarative sentences.

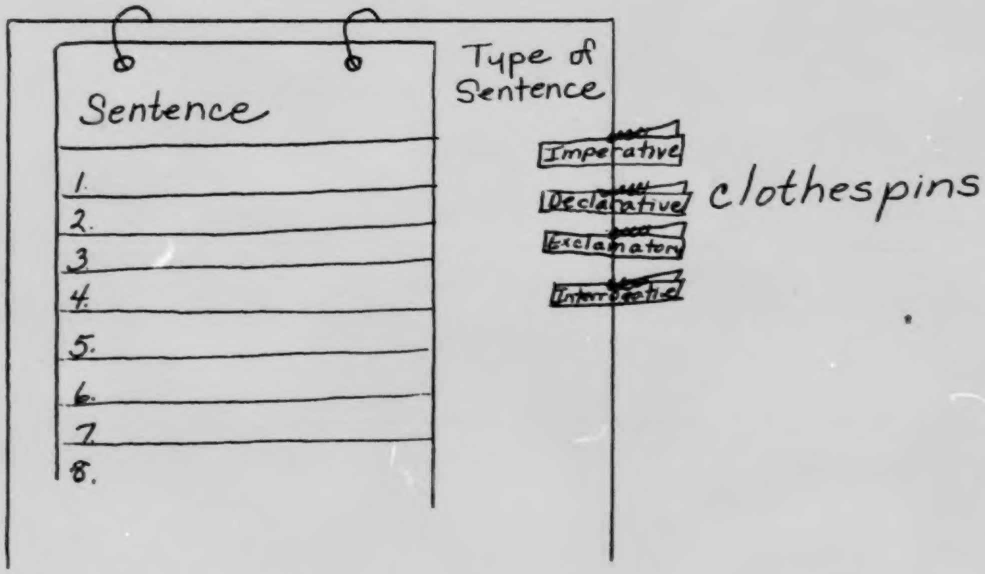
168.

A. (Effective English 6 P. 25) Have students tell what kind of sentence each song title is. Students might suggest others. (1) "Here Comes the Sun"; (2) "Let It Be"; (3)"Isn't It a Pity"; (4) "I Want to Hold Your Hand"; (5) "Don't Bother Me."

B. (Language for Meaning Workbook 5 P. 38) Write the correct end punctuation after each of these sentences. Then, write S if it is a statement, Q if it is an interrogative sentence, E if it is an exclamation, or I if it is an imperative sentence.

1. What would you like for dinner, sir
2. Please bring me a menu
3. Do you want the menu with carrots or potatoes
4. Just bring me the menu, please
5. I only wanted to be helpful
6. I see you brought the menu at last
7. I don't think I'm going to last
8. Do you have pigs' feet
9. No, my feet are perfectly normal
10. Tell the chef to give me a rare steak
11. Our steaks are so rare we don't have any
12. This is the worst restaurant I've ever been in
13. How can you say that when you haven't eaten

C.



Materials: 9" x 11" piece of 4-ply poster board
sheets of 6" x 10" oaktag
2 - 3/4" notebook rings
10 clothespins

Directions: This activity involves recognizing and labeling types of sentences. The teacher is to write ten sentences on the oaktag using the four different types of sentences. Clothespins with the names of the sentences are clipped on a poster board following the sentence indicating the type of sentence. Clothespins and sentences may be color coded to make the activity self-correcting. The teacher may use more than one group of ten sentences to vary the activity.

169.

A. Match beginning phrase cards and ending phrase cards of sentences.

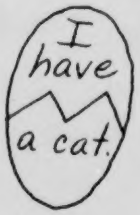
The little boy

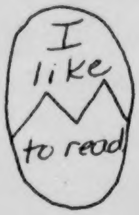
fell off his bicycle.

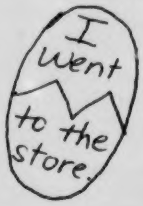
B. Write missing word in a sentence using picture clues.

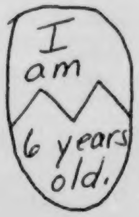
C. Cloze technique
1. Write missing word in a sentence.
2. Given two sentences; write missing word in the second sentence.
3. Complete word riddles.

D. Make four identical shapes. Cut in half using a zigzag line. One sentence is written on each shape, half on the top and half on the bottom. Mix up puzzle pieces. Child puts eggs together to make a sentence.









170.

A. Circle letters that you would use to begin a sentence.

Cc mM Nn Rr sS

B. In a short story, circle the capital letters of the beginning word and the ending punctuation in each sentence.

C. Unscramble words to form a sentence (door. Someone at is the; Someone is at the door).

171.

A. Make greeting cards. Then children copy a short sentence(s) from blackboard.

B. Collect a group of pictures. Ask children to write a 2 or 3 word sentence about one of the pictures. (The cat runs. See the boy.) Words that children cannot spell may have to be put on the board.

C. Children draw a picture of some member of the family and write 2 sentences to describe the picture. (This is my father. He is a baker.)

D. Sentence cards. Distribute a word card to each member of group. Group decide sequence of words to form sentence.

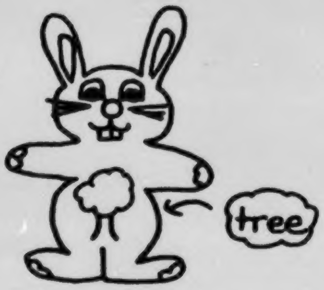
172.

A. Write sentences about: (1) sounds in a department store; (2) things that are lighter than a fork; (3) things that are "squashy"; (4) things that are hurt; (5) things that become more beautiful with age; (6) things that sparkle: (7) things that are wet; (8) things that are mysterious; (9) things you love; (10) people you like.

173. Skill statement implies the activity.

174.

A. Match a picture with its naming word. Example:



B. Use pictionary to locate names of food. Draw four pictures of food (apple, banana, orange, milk) under each picture, write its name. Adaptation: use toys, animals.

C. Divide the class into two teams. Choose a category such as furniture, toys, animals, etc. Read a story to the class. The students listen for words (naming words) in the assigned category. When such a word is read, the child who "catches" it claps his hands and his team receives 1 point.

175.

A. Divide the students into 8 groups. Assign one naming word to each group from the list following the story. Instruct the groups to make the verbal and/or nonverbal response listed with naming words when they hear their assigned naming word read in the story. Read the story "The Frontier Thanksgiving" to the students having them give assigned responses during reading.

"The Frontier Thanksgiving"

Early one Thanksgiving morning, many years ago, on the old frontier, a settler stood before his lonely cabin with his trusty gun and faithful dog ready to hunt the turkey he needed for Thanksgiving dinner, and hoping that no Indians would spoil his feast. Whistling to his dog, the settler shouldered his gun and started down the forest trail. Meantime an Indian with his gun and a dog approached down the forest trail from the other direction. Just at that moment a fat turkey flew between them. Off went the guns, down fell the turkey, in bounded the dogs, up rushed the Indian and the settler. "It's mine," said the settler. "Ugh-him mine," said the Indian. "Grrr," snarled the dogs. And the noise of the argument shook the cabin and woke the whole frontier. But the turkey who was only stunned by the blast of the guns, took off unsteadily and flew in the open door of the cabin where it was quickly captured by the Indian and the settler and the dogs. And thus, Thanksgiving was shared in a lonely cabin on the frontier.

Students respond with the following verbal and nonverbal responses.

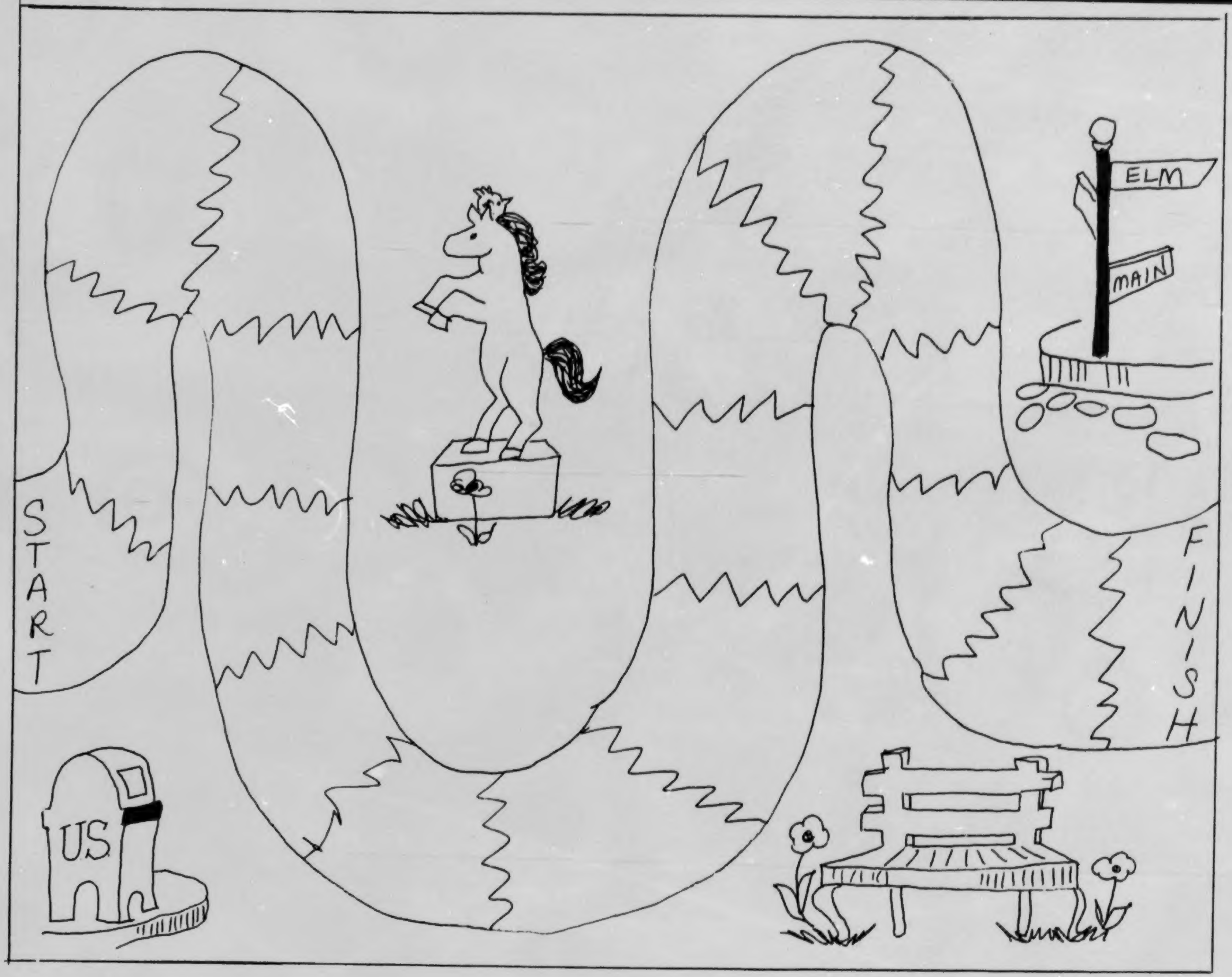
Naming Words	Verbal Response	Nonverbal Response
Settler	Davy Crockett	Stand and salute
Gun	Bang! Bang!	Stand up and sit down
Dog	Man's best friend	Wag arm
Turkey	Yum, yum	Flap arms
Cabin	Shut the door	Slam door in pantomime
The Frontier	Way out west	Spread arms
Indian	Geronimo	Pull bow
Thanksgiving	Turkey day	Pat tummy

176.

A. Know Your Nouns. Mount game board on inside of manila folder. Provide marker for each player. Print names of people on twenty small squares of tagboard. Print names of places on another twenty small squares. Print names of things on additional twenty small squares. Place noun cards inside the envelope.

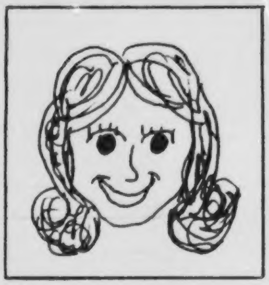
Player directions:
1. This game is for two, three, or four players.
2. Each player places marker on "START."
3. Noun cards are shuffled and placed face down between players.
4. First player draws a card, pronounces the noun and tells whether noun is person, place, or thing.
5. If answer is correct, player moves marker forward one space. If the answer is incorrect, marker is moved back two spaces.
6. Game continues until one player reaches finish and wins the game.

Example of game board on next page:


START
US
ELM
MAIN
FINISH

177.

A. Let pupils cut pictures of people, places, and things from magazines. Label each picture with a common and proper noun.

common		proper
girl		Susan

B. Wipe-off.

lady
Mr. Smith
Sally

girl
Miss Jones
man

common

proper

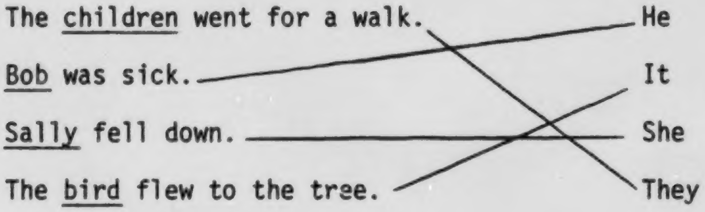
C. Given a written selection, form two lists: Common and Proper Nouns.

178.

A. The teacher selects a paragraph with a large number of pronouns. As the teacher reads the paragraph, the children list the pronouns they hear. At the conclusion of the paragraph, the teacher reads all the pronouns which should have been listed. The child with the correct list is the winner.

179.

A. In a learning station, match "pronoun" sentences to antecedents with yarn.



The children went for a walk.	He
Bob was sick.	It
Sally fell down.	She
The bird flew to the tree.	They

B. Draw or display pictures of people or objects in action. Have the children write sentences giving names to the characters and telling what they are doing.

C. Game - "Dr. Who." Teacher displays cards such as the following along the chalktray.

book	Bob & Jim	Sally	Sam	Susan & Jane	The box	The girls

Teacher displays a sentence with pronoun underlined. Child selects card which illustrates pronoun antecedent.

180.

A. Give each child a card with an action word on it, such as skip, turn, hop. The child pantomimes the action. The rest of the class tries to guess the word. The first child to recognize the word wins a point.

B. Draw stick figures of action words. Child matches card with action word to appropriate stick figure.

C. Use pictures which demonstrate action words. Child suggests appropriate words for labeling the actions (teacher writes the words under the pictures).

181.

A. Pantomime. Act out an action. Have the children name the verb and use it in a sentence.

B. See activity for Skill 175.

C. Ask the children to tell or write a description of anything in motion that they observed during the week. Suggestions might include:
1. squirrel jumping from one tree branch to another
2. the paperboy delivering papers on his bike
3. a robin building a nest
4. a child learning to ride a bike
5. mother washing the supper dishes
6. a snowball whizzing through the air

Variation: Tell or write the description as a riddle and have children guess what is being described.

182.

A. See SAM activities for Skill 181.

B. See activity for Skill 176.

C. Make a list of action words (verbs) used in car racing or other activities. After list has been written on chalkboard under the Action Words column, ask the following questions:
1. Who might do these activities?
2. How might they be done?
3. Where might they be done?
4. When did they happen?

Record a variety of answers under the appropriate column. Ask each child to choose a word or phrase from each column, developing a sentence of his own, then read it to the class.

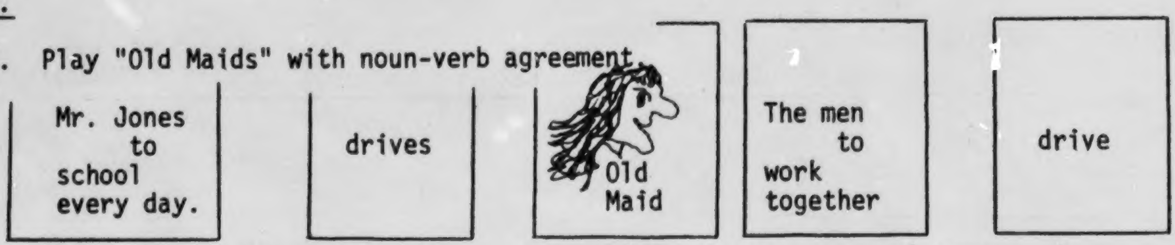
D. Have group of children go to the chalkboard and write an exciting action word in place of a verb in the sentence. "The horse ran across the field." Several words to replace ran could be galloped, trotted, raced, and streaked. Select a child to record these words on a class list titled Action Words. Use the verb ran or move for additional possibilities.

183. SAM implies the activity.

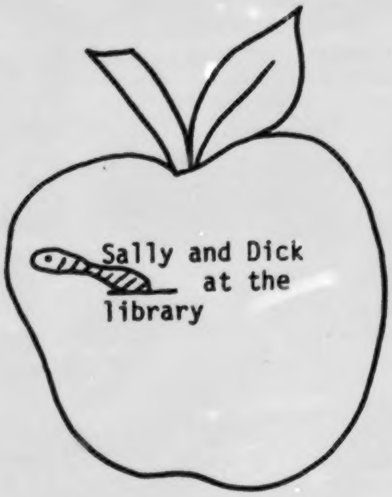
184. SAM implies the activity.

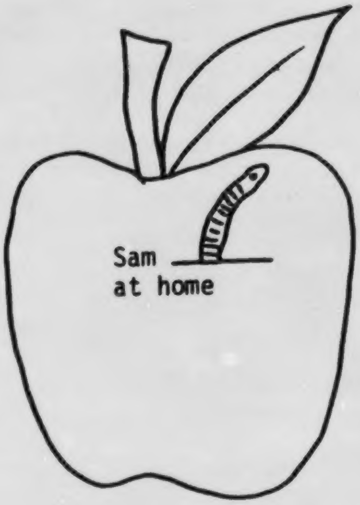
185.

A. Play "Old Maids" with noun-verb agreement.



B. Pick a barrel of apples--Insert worm to demonstrate noun-verb agreement.





186.

A. Feel and Say. Have a variety of objects at a station with characteristic texture, such as leather, sandpaper, a feather, etc. Children name four words to describe each object.

B. A Secret Someone. Describe someone in the class. Leave out the name of the person. See if someone can guess the mystery person.

C. Select a paragraph that has a large number of descriptive words. Duplicate the paragraph and ask the children to circle all the adjectives.

187. Identify and use descriptive words (adjectives)

A. Provide a special shelf containing a variety of items such as pieces of cloth of various textures, a sponge, a rubber eraser, a chamois, a piece of cardboard, a pine cone, a spruce twig, a seashell, a piece of coral, a vegetable brush, a vegetable, a bird's nest, a rose, etc. Have children touch the objects assembled on the shelf, then prepare charts with the children's simple descriptive phrases and drawings.

B. Divide the class into groups of three or four. Have each group develop a poster by using descriptive words, phrases, or sentences to answer a question written on the poster. Examples: What is summer?
hot, scorching days
running over hot sandy beaches
no school
fun trips
sleeping late

Other questions are: What is a raindrop? What is a friend? What is a report card? What is a cloud? What is a mother?

C. Ask the children to tell or write a description of anything in motion that they observed during the week. Variation: Write the description as a riddle and have the children guess what is being described.

D. While children view the sound filmstrip Picture Words, Building Word Power. Pied Piper Productions, a rain forest appears and then vanishes from the screen. Children must write descriptions on a worksheet designed to accompany this filmstrip in order to bring scene back on the screen. Other imaginative uses of adjectives to describe people as well as places are introduced. Several dittoed lessons to extend and reinforce this skill are included.
NOTE: The above activity is suitable for individual, small group, or entire class use.

188.

A. Picture-Sentence Matching Game. Using a paperback, old reader or trade book, cut out and mount the pictures in sequential order. On a card write a matching sentence(s) for each picture and number on back. Child arranges sentence cards under pictures in sequential order. Example of suitable story: The Little Rabbit by Robert Kraus-Scholastic.

B. Prepare sentence strips that describe a sequential activity such as: Getting ready for school; Eating breakfast; Making a sandwich. Write each sentence on a strip. Number the back of each sentence to indicate the correct sequential order. Store strips for each activity in an envelope. Child selects an envelope, reads the strips and then places them in sequential order.

C. Sequence Stories. Cut each story into several parts. Put all parts into an envelope. Child reads all the parts of the story and then puts them back in order.

189.

A. Write a language experience story.

B. Story starters:
(1) My favorite thing; (2) My best friend is _____________. Why?
(3) If you found a magic key, what would you open with it?
(4) Hop on a magic carpet. Where do you want to go for a ride?

C. Contact County Library
Community Resource Registry - "Writing, Creative"

NOTE: Consult subject index of Introductory Guide-WITF for TV series. (Contact Media Specialist for information regarding videotapes which may be used at your convenience.)

D. If your school has a lost and found, borrow the contents for the day. Have each student pick an item and write several sentences about how great this item is. They can pretend they are trying to sell their item. If the principal would let the students read some of these during opening exercise, perhaps some of the students might claim their treasures.

190.

A. Match paragraphs and titles using strips of yarn.

191.

A. Ask the librarian if you can borrow the supply of book jackets to use as story starters. Have the children pick out a book cover and write a story to go inside. If it is acceptable with the librarian they may adapt the book jacket to show them as the author a summary of the story they wrote and a short biography of them as the author.

B. Another way to use magazines as story starters is to ask the students to become part of the picture and write a story with them as a participant.

C. Use proverbs and variations on proverbs as story starters. (1) Forgive and forget, hard work never hurt anyone, crusts eaten in peace are better than cakes eaten in fear; (2) Elephants are contagious, animals don't need stitches, I came, I sat down, I left, the sun doesn't shine for anyone, when the road is done, do it again, you've read everything but drunk nothing; (3) The students are to make up their own proverbs. They can make sense or be nonsense.

D. The Trapdoor Method. Catch the students imagination by suggesting that they discovered a trapdoor under their bed, behind a bureau, or in a closet. Get them to imagine the unique world that could lie behind that trapdoor.

E. The students are to trace their foot on a paper and write a story within the outline of the foot -"Sole Stories".

F. The following is a list of books containing ideas for story writing. The Whole Word Catalogue #1 and #2; Reading is Only the Tiger's Tail; Kids' Stuff; Flair; Slithery Snakes; Mudpuddles, Rainbows and Asparagus.

G. Have the students put their stories together into a magazine format. Have an autograph party where the students can autograph each others magazines and discuss their stories.

H. See Lancaster County Library Community Resource Registry topics"Writing, Creative."

I. Super Sales Talk. Challenge creative thinkers to come up with some persuasive advertising copy - and/or posters. T.V. spots, catchy jingles - designed to sell products that seem utterly useless. The copy writers should keep the following guidelines in mind: (1) How could this product be useful? (2) Is there any particular sort of person that might need this product more than others? (3) Why would a person definitely be getting his money's worth in buying this product?

The following products might serve as an initial inventory: (1) two right shoes; (2) a glass with no bottom; (3) a banana skin; (4) a toothless comb; (5) a table with 2½ legs; (6) a flat bicycle tire; (7) a dictionary with words in random order; (8) a jacket that has three sleeves; (9) 24 bottles of green food coloring; (10) disposable windows; (11) an elevator that only goes down; (12) a calculator with Roman numerals; (13) a dead fern; (14) a record player with no needle; (15) stainless steel marshmallow; (16) a scissor blade; (17) used staples.

J. 1. Personal Topics: (a) The happiest day in my life; (b) My most exciting day; (c) I slowly lifted the lid and ....; (d) When I am bigger....; (e) I was almost frightened to death once when....; (f) If I could be part of my favorite TV show....; (g) If I had a day off from school, I would....; (h) If I could eliminate one thing....;

2. Characterizations: (a) If I were president; (b) If I were principal; (c) If I were the teacher; (d) I get angry when; (e) I admire; (f) The most unusual person I know.

3. Think of picturesque phrase to describe: How your leg feels when it's asleep; How a hungry dog eats; How the class leaves the room after the bell rings if the teacher isn't present; How you feel when your parents are angry with you; How you feel on Christmas morning; The look your dog gives you when you're misbehaving; How your big brother or sister looks and acts when he/she's going on a date.

4. Suggested Topics - Ages 9-12. (List key words on index cards to help less adept spellers get started.) What I'd See If I Were A Deep Sea Diver: Looking Toward the Sky in Wonderland; What I'd Like to Find on a Treasure Hunt; Finding a Story in a Seed Shape; What I Found in My Clay Squeeze; Exploring on Another Planet; Why I Look Forward to Spring; What I'd Do With a Million Dollars; What I Enjoyed at the Fair: What I'd Like to Be; A Creature From Another Planet; What I Would Like to Wear For Halloween; What the Music Reminds Me Of; What I'd Like to Hunt; What I would Like to Improve.

5. What I am Afraid Of; What I'd Like to Find If I Were Excavating; Something that Makes Me Smile; What My Family Does Together; What I Do When It Rains; Something I'm Proud Of; What I Think About When I'm Alone; What I Did That Made Me Very Tired; Something That I Dislike to Do; How I Spent the Holiday; What I Imagined From the Shape of a Paper Plate; My Most Thrilling Experience; A Secret I Can Now Tell; One of My Dreams; What I Am Saving For; Imagining a Picture in Blade Marks on a Skating Rink; Life Inside of a Ping-Pong Ball; Boys That Girls Like Best; If I Were My Mother; A Trip I'd Like to Take; A Good Deed That I Performed; What I Want to Remember; My Most Embarrassing Moment; Something of Interest in My Family History; What I Imagined in a Shamrock; Someone That I Respect; What I Like to Ride; A New Year's Resolution.

6. My Pet Peeve; The Time I Found Something; My Own Declaration of Independence; I Live in a Campbell's Soup Can; The Book That Lost It's Words.

7. What If... - ... everything were round; ...people and things never stopped growing; ...you had a magic pencil at school; ...you were just one inch tall; ...all the wood disappeared; ...there were no traffic signals or clocks; ...we didn't know how to read; ...we didn't have any money; ...the wind never blew; ...you had a pet dog the size of your pocket; ...you were a stowaway on a ship; ...cats could talk; ...you were invisible for a day; ...you could fly; ...you could bring a book character to life; ...you had a magic carpet; ...your hands were your feet and your feet were your hands.

8. Titles and First Lines - Each minute seemed like an hour; Caught in the act; Fractured fairy tales.

9. Late for school; There were strange footprints in the sand; She returned to the empty room, but something had moved; The day I grew six feet; If I had a million dollars; The magic door; The hardest problem I have; If I were an animal; The tall tale to end all tales; The trouble with babysitters; Substitute teachers; The puppy's day at school; Why I want to be a clown.

10. Turning into inanimate objects - My Life as: a speck of dust; lunch bucket; cave; bar of soap; a violin; clouds; dollar bill; tennis sneaker; cardboard box; football; raindrop; rubberband; piece of chalk; clock; postage stamp; molecule; leaf of a tree.

11. Write and illustrate books in the style of Dr. Seuss. After picking a topic and plot, bring out the dictionaries, rhyming dictionaries and thesauruses.

K. Seasonal Creative Writing.

Halloween Letters. Write a friendly letter to a ghost or goblin inviting him to a Halloween party. Write a business letter to a ghost asking for specific items for a Halloween costume.

Autumn. Collect leaves and write as a leaf telling of adventures after blowing from a tree, or use a leaf as part of a drawing, then write a story about it.

Thanksgiving. Think of Thanksgiving from the turkey's point of view. Either be looking forward to the holiday because you have prepared yourself to be quite delicious or you have been thinking of this day as a fearful experience.

Write thank you notes to people who have done many things for you.

Christmas. Use TV characters to invent new characters. For example, Steve Austin The Six Million Dollar Man becomes Eve Mossten the Six Million Dollar reindeer with bionic powers. Write about her powers and how they help her to lead the sleigh. Charlie's Angels become Santa's Angels; Holly, Merry, Mistletoe and their adventures.

St. Patrick's Day. Make an official book about leprechauns. Everything you ever wanted to know about leprechauns might include what they eat, wear, types of homes they have, pets, hobbies, famous leprechaun people. Children illustrate the booklet and share it.

Easter. Write the story of how the Easter rabbit got its fluffy tail. How did Easter and eggs get together.

L. Raggedy Rita's Story Garden. Draw rag doll figure on white posterboard and color it with markers. Laminate and cut out. Draw on red posterboard as many "heart flowers" as are needed for story starters. Number each heart on the front. Laminate and cut out. Write a story starter on back of each heart. Draw stem and petals on green posterboard. Make one for each heart. Laminate and cut out. "Heart flowers" may be displayed on bulletin board with rag doll. By stapling petal holder onto bulletin board a pocket can be provided for the story starter heart. Examples for story starters:

1. If you could have three wishes come true, what would they be?
2. Pretend you are a giant. Tell your story.
3. What would you do if everything in the world turned red?
4. How would your life be different if you went to school at night instead of days?
5. Pretend you are a midget. Tell your story.

Directions to child: Pick a heart flower from Raggedy Rita's garden. Write a story about the idea on the back of each heart. At the top of the paper write the number of the story starter. Draw a picture to go with your story if you wish.

M. Play Ball! Trace shape of baseball player on white posterboard and color it with markers. Trace baseball pattern on index cards for story starters. Laminate and cut out. On the back of each baseball write a story starter. Make baseball mitt from pattern to go with each baseball. Laminate and cut out. Cut a slot in each baseball mitt. Place baseball in each mitt. Story starter suggestions:

1. What would you do if you lived next door to a monster?
2. How would you feel if you lived during the time of the dinosaurs?
3. What would it be like if you were as small as your thumb?
4. Imagine that you got stuck inside a gigantic ice cream cone. How would it feel?

192.

A. Read fifteen to twenty examples of Haiku to the students. Tell the students to listen carefully because if they miss one word they will miss the whole poem. Point out that the poems are made up of images. Have the children write poems directly stating an image.

B. Each child is to take a tablet and divide it up into the "sense" areas; sight, taste, touch, feel, hear. Walk outside or inside school (vary the season or time of day) and record all of the images that they experience through their senses. Use the words from your list for the writing of Haiku.

C. Have the children write limericks about themselves. There once was a girl named Sue who. . . .

D. Examine road maps of the various states and look for unusual sounding names to use for limerick writing.

E. Share the students haiku by having them write their poems on transparencies with felt-tip pens.

F. See Lancaster County Library Community Resource Registry topics - poetry.

G. Use the child's favorite color as a topic for cinquain.

H. If you wish try using syllables instead of the number of words. 2-4-6-8-2.

I. Make wall hanging to show off the children's poetry.

J. Create an ode in praise of anything, e.g., Ode to Television, Ode to My Feet, Ode to My Brains, Ode to Frankenstein, Ode to the Air.

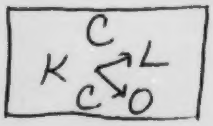
K. Try a center to stimulate the senses. Try sandpaper for touch, perfume or a Gino's bag for smell, etc. Use this to start off a poem.

L. The ballad has a singing quality with a sudden beginning or ending. It often deals with heroism, tragedy, or drama. The narrative is told objectively in verse form. It is similar to the ballad but much longer. The sonnet has a rigid scheme with fourteen lines. Free verse is just that - FREE.

M. Whole Word Catalogue #2 can be found in your Media Center. It has many ideas for the writing of free verse.

N. Use recordings of Blues music to initiate free verse of intense, direct feelings.

O. Concrete poetry makes the meaning of the word visual.



193.

A. Given three paragraphs and three main ideas, match main ideas to paragraphs.

194.

A. Have the students cut out newspaper articles and underline the topic sentence. A variation could be cutting out stories from old readers and magazine articles.

B. Let's try the reverse. List on the board ten interesting topic sentences and see if the students can construct a paragraph using the topic sentence. When they complete their paragraphs it is time to evaluate the writing as a class.

C. Is there a topic that your students would enjoy expressing their opinion - space, cafeteria food, recess, "rock," etc. Ask them to write a paragraph stating their opinion on the topic. When they finish they can switch papers and find their classmate's topic sentences. (Careful, there may not be one.) Next, share them orally and evaluate. Have them suggest possible topic sentences for paragraphs that have none.

195. SAM implies the activity.

196.

A. Write several sentences on individual strips of paper that when arranged properly create at least two paragraphs. Have children arrange them so that they form the paragraphs and the first sentence in each paragraph can be indented. Use magnets or masking tape to place them on the chalkboard.

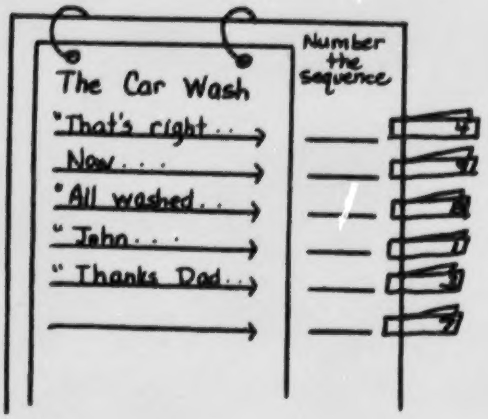
B. Have the students work 1-1 with a primary class (1st or 2nd grade). They can use a story starter on the primary child then copy down the child's story. While they are printing the story they are to apply the rules of paragraphing.

C. Have the students bring in copies of the weekly television guide. Have them write a summary of a television show, but mix up the order of the sentences. On the back of the paper, paste the correct summary of the television show.

197.

A. Bring in simple directions from the back of packaged mixes. Cut them up and have the children arrange them in the correct order. Variations: directions from board games, card games.

B. Number the sequence. This involves the identification of the correct sequence of events. Answers are indicated by numbers: 1, 2, 3, etc. written on ten clip-on clothespins.


Number the sequence
The Car Wash
"That's right..
Now...
"All washed..
"John...
"Thanks Dad..

Materials:
9" x 11" piece of 4-ply poster-board

5 sheets of 6" x 10" white oaktag

2 - 3/4" notebook rings

10 clothespins

C. Take four sentences that have a definite sequence and can be acted out. Write them on four separate strips of paper and give each slip to a different student. After the students have acted out the sentences, the class places them in the proper order.

D. Try showing part of film that shows a definite sequence. Have the students write the events in the proper order. A variation is to turn off the lamp and sound for one minute and let the students supply the missing part as they list the sequence of events.

198.

A. A sequenced set of pictures is displayed in front of the class. The child writes a sentence for each picture card. He shuffles the cards, and re-arranges them into sequence without referring to pictures.

B. Story Sequence Station. The children work together at the station. The storyteller takes the packet of cards from his side of the partition. He shuffles the sentence cards and hangs them in an order on the partition pegs 1-6. The storyteller then procedes to tell his story following the order that the sentence cards are hanging. The listener carefully listens to the entire story. Remaining on his side of the partition, he removes an identical set of cards from the envelope on his side. He places them in the order that the story was told. The station is then opened so that the cards are hanging side by side. The listener can self-evaluate his sequencing of sentences.

C. Have a cooking lesson, following a recipe. Write an experience story reconstructing the steps followed.

199. See activities for Skill 196.

200.

A. From old newspapers cut out the editorial pages. The students are to read through the "letter to the editor" and find examples of sentences that do not belong in the paragraph. A variation is to examine the advertisements in the paper and find information that is not about the topic.

B. Have the students compose a how-to book or manual with illustrations. Don't take anything for granted. To get skill 200 across, have the students add a sentence to their books that does not deal with the topic.

C. Ask the class to write directions to go from school to their home. Have them follow these directions on their way home and see if any of the directions are not needed or if some directions should be added.

201.

A. Write sentences about: (1) sounds in a department store; (2) things that are lighter than a fork; (3) things that are "squashy"; (4) things that are hurt; (5) things that become more beautiful with age; (6) things that sparkle; (7) things that are wet; (8) things that are mysterious; (9) things you love; (10) people you like.

B. If your school has a lost and found, borrow the contents for the day. Have each student pick an item and write several sentences about how great this item is. They can pretend they are trying to sell their item. If the principal would let the students read some of these during opening exercises perhaps some of the students might claim their treasures.

C. See listing of subjects for Skill 191.

202.

A. Use interesting questions that can be answered in one paragraph. (1) What two qualities do you want most in a friend? (2) You have been missing from school for one month. Write an imaginary note with an imaginary excuse for your imaginary absence. (3) If you were forced to leave home and pack all your possessions in only one suitcase, what things would you take along, and why should you take them. (4) Use Not Just Schoolwork by Maid and Wallace for more ideas.

B. Use any of the "values" teaching materials as a topic for writing a paragraph. (1) Describe how your life might change if there was no television. (2) Tell about a time when you felt you were being left out of a group. (3) Tell about the first time you loved someone who was not in your family. (4) Values Clarification by Simon and others.

C. Try a paragraph on the topic of "ing" ing, e.g., junking, machining, fragmenting, malfunctioning, ballooning, shadowing, lingering or spellginating, humanating, transmogrifying, geographinating, universing.

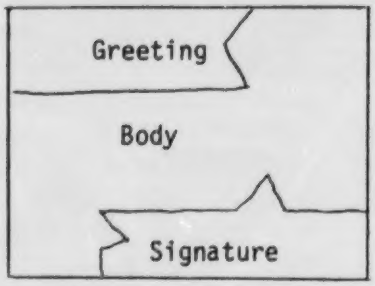
203.

A. Use newspapers, particularly want ads, as source for ideas.

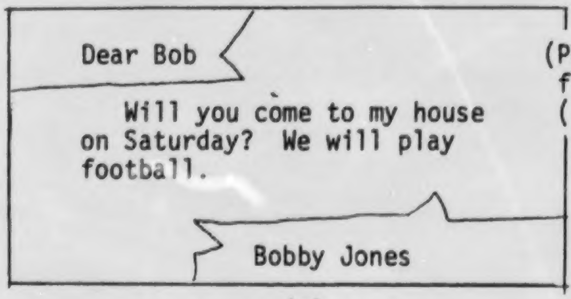
B. See activities listed for Skill 202

204.

A. Letter-writing Puzzle.



(1)


Dear Bob
Will you come to my house on Saturday? We will play football.
Bobby Jones

(2)

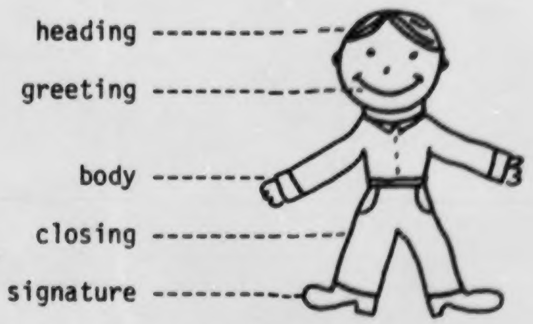
(Parts of (2) fit on top of (1))

B. Pen-pals. Arrange pen-pals with another class. Arrange it with a nearby school so that the children can meet their pen-pal in the spring.

C. Letters to authors. Letters are written to authors (or illustrators) and addressed c/o publisher. (example: Bill Peet, Beverly Cleary, E. B. White, Maurice Sendack).

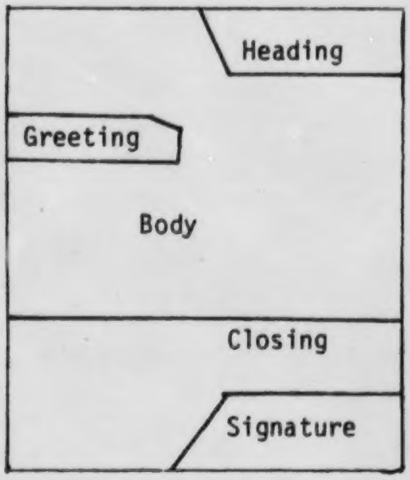
205.

A. Use the picture of a child to list the five parts of a letter.


heading
greeting
body
closing
signature

Make dittos of child and have the children label the parts.

B. Make a jigsaw puzzle matching the part of the letter to the correct term.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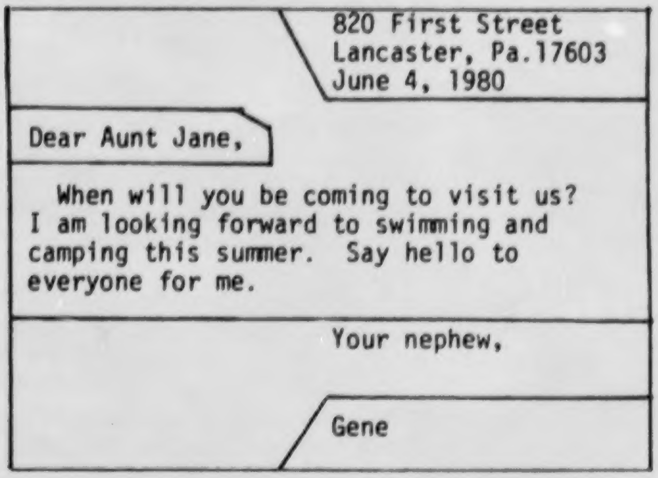


820 First Street
Lancaster, Pa.17603
June 4, 1980

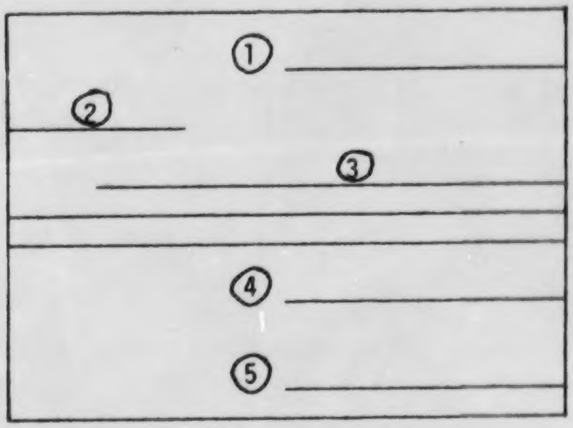
Dear Aunt Jane,

When will you be coming to visit us? I am looking forward to swimming and camping this summer. Say hello to everyone for me.

Your nephew,

Gene

C. Practice in filling in the blank letters and labeling the parts.



206.

A. Using a magnetic board or magnetic tape, place cut outs of parts of letters into proper position.

207.

A. Refer to activities for Skill 204.

B. Write a letter to a friend. Have a "buddy" in the classroom proofread the work.

C. The Magic Stamp. With a magic stamp you can send a letter to any object, person from history, to a friend or relative who died, etc., (animal, people of the future). Example: Write a letter to your bicycle, teddy bear, etc. Encourage them to ask questions. The follow-up is to have the kids write the letter they may get in return. Address the envelope and the students may want to draw their version of the magic stamp.

D. The Write Out Everything Friendly Letter. Pair off and write a friendly letter to a classmate. In the letter the writer is to spell out all of the punctuation marks. Example: Wed period comma Sept period eight Dear Mary comma new paragraph...... Send the letter to the partner and the partner can rewrite it.

E. Have the children create a greeting card for either a holiday, birthday or any other occasion. Have the students place the card in an envelope and address it to Hello Studio, Inc., 587 Third Ave., New York, New York 10016. Hello Studio will send them a certificate. If they use the card, part of the profits will be sent to a children's charity.

F. Have the first graders in your school write letters to Santa Claus. Your students can take these letters and write answers to each student.

G. Write a letter to a friend to describe a recent field trip.

H. After a child has read and enjoyed a book, he might write a letter to the author. The letters can be mailed to the publishing company of the specific book and then forwarded to the author's address.

I. Have classmates write a letter to a child who is absent for three days.

J. Write letters to famous television celebrities, athletes, etc.

K. If you're tired of the old pen pal idea, here's an even older pen pal activity. Contact Lancaster's Happy Hours Club and see if they will help you set up pen pals with the senior citizens. You can mail your letters through the school district.

208. Refer to activities for Skill 207.

209.

A. Compose imperative sentences that might be spoken by crossing guards, teachers, monitors, parents, principals, patrolmen and policemen.

B. Create trivia questions using the *Guiness Book of World Records* as a source. Make them into a poster.

C. Have one or more children act out any of the many body movement activities. The rest of the students write sentences about what they see. Imagine you are taking a walk through pudding, sand, chewing gum, frosted doughnuts, jello, etc.

D. Reverse the process. List on the board some interesting answers and have the students make up questions.

210.

A. Have the children list example of non-sentences that they find from reading books during Silent Sustained Reading.

211. Skill implies the activity.

212. Skill implies the activity.

213.

A. Have the children write in stream of consciousness style and use these examples to find run-on-sentences. Write them correctly.

B. Get the cartoons from the newspaper. Write down, without any periods, capitals or commas, the sentences from the cartoons. To make it more difficult mix up the order of the sentences. (Skill 197) The students are to separate the sentences using periods, commas and capital letters.

C. The following are two ideas for stations that deal with run-on sentences. Make it flexible so that you can change the sentences without making up a new station.
(1) The "Andwiches" An "andwich" is many sentences that have been joined by "ands." This is a form of run-on sentence. Does your writing have an "andwich" in it? Here are three "andwiches." Remove the "ands." Make correct sandwiches by putting periods and capitals where they belong. (a) Hamsters make good pets and I bought one yesterday and he scared me. (b) .....etc (c) ......etc.
Suggestion: Have the students make up the andwiches to put on the station.
(2) The evil grinderupper has found these sentences left in our classroom at the end of the day. He gathered them and put them in his grinding machine. They came out as run-on sentences. Go through and put in the punctuation marks and capitals where they belong.

214.

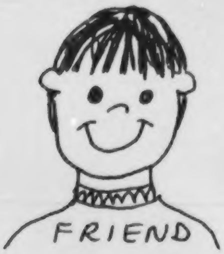
A. Children make self-portraits. Under picture finish sentence: My name is _________________. (Child writes his name, demonstrating that names begin with capital letters.)

B. Practice in writing the names of the days and months. (Can be accomplished by including them on a daily practice paper.)

C. Have the group compose a language experience story. Copy to review use of capitals.

215. See worksheets attached: Cast of Characters and Forgetful Henry. (Secret message is I am a capital helper.)

A. Cast of Characters. Name each picture.



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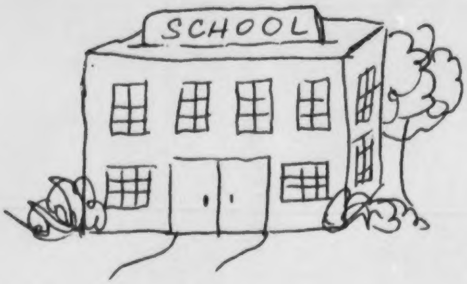

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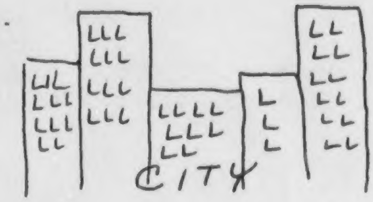

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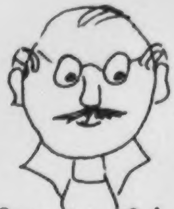

PRINCIPAL

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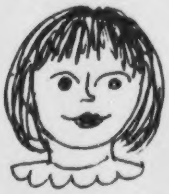

TEACHER

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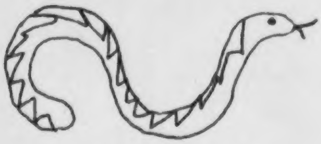
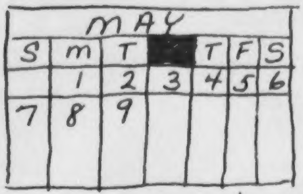


PET SNAKE

____



day

____

Hi! My name's ______ (your) ______ (name) and I live in ______ (city) city. ______ (friend's) ______ (name) is my best friend. ______ (friend's name) and I go to ______ (name of ______ your school) School. We're in the same class. ______ (friend's name) and I had fun last ______ (day). We brought a snake to school. His name is ______ (pet's name). It was exciting when ______ (pet's name) got out of his box and crawled around the room. ______ (teacher) had a hard time getting everybody to stop screaming. ______ (principal) came running when he heard all the noise. Things

started to get quiet when we put the snake back in the box. ____________
(principal)
asked us to take it home right away. ____________ ' ____________ and I had
(friend) (snake)
had an exciting day.

B.

I made some mistakes! Can you help me fix them?

Forgetful Henry

Henry forgot to capitalize some of the words in the sentences below. Circle the letter(s) that should be be capitalized. Put each circled letter on the lines below and read your secret message. One has been done for you.

1. Tim and i play baseball.
2. after lunch, mrs. adams read us a story.
3. My best friend lives on coral ave.
4. patty and inez thoma[illegible] are sisters.
5. Some flowers bloom in april.
6. last October we had a halloween party.
7. My dog's name is eddie.
8. Do you live in lancaster pa?
9. We had an easter egg hunt at school.
10. Do you go to ross Elementary School?

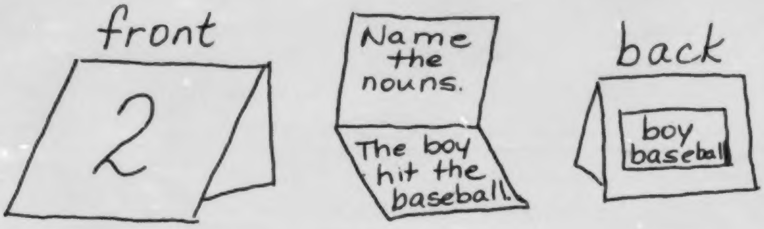
C. Leap Frog.

Materials: 16 lily pads cut out and laminated
2 frogs cut out and laminated
25 - 30 index cards folded in half
1 small box (an eraser box is good)
25 - 30 small pieces of construction paper

Directions: On the inside of each index card write a sentence containing one capitalization error. On the back of each card glue a piece of construction paper with the correct answer on it.

How to play: This game can be played by two people or two teams. Each team spreads out their eight lily pads and retains one frog. The teams or players face each other. Each team gets a chance to alternately pick out an index card, read the sentence and give an answer. The opposing team or player will tell him if he is correct. If he is correct, he may advance his frog to the first lily pad and the opposing team or player gets a chance to pick a card. All cards used are not returned to the box until the end of play. The first team or player that has hopped off all eight lily pads wins.

Variations: The box of cards may be expanded to include practice in all parts of speech. The cards may also be awarded different difficulty levels.



216. —

A. Names of people and pets should always begin with a capital letter. A sentence should always begin with a capital letter. Find words that should begin with a capital letter in the sentences below. Then write down each letter you changed and you will find a message for you.

"tom and harry went to visit a farm. in the barn, they saw a horse named smoky. in the yard, they saw two dogs spot and rover. inside the farmhouse, they met a boy named george and a girl named helen. they had a good time at the farm."

B. Game "Mr. Webster". One child is chosen to be "Mr. Webster." He is asked to give proper responses to cards which have previously been distributed to each member of the class. The children present their cards, one at a time, to "Mr. Webster." If "Mr. Webster" fails to give the correct answer, the child who presents the card becomes "Mr. Webster."

C. Teacher records several sentences on tape recorder. Child writes the sentence correctly on his paper. Allow children to turn off tape recorder between each sentence.

217.

A. That's a CAPITAL idea. Use construction paper to make a booklet with sufficient pages for the areas of capitalization you are reviewing. On each page the students are to find as many examples of a certain category of capitalization. On page one you might write down all the examples of initials you can find. On page two you might list examples of languages, etc.

B. Cover a bulletin board with paper. Draw large, open figures that represent the area of capitalization you are studying. The students are to find examples of this form of capitalization and write them inside the proper figure on the bulletin board.

C. Make a collage by cutting out examples of words that are capitalized and pictures that represent the capitalized words.

D. What funny titles can you give to books you have read? Examples: The Wizard of Oz, or It's a Nice Place to Visit But I Wouldn't Want to Live There, The Three Bears, or We've Got to Get Those Locks Changed.

E. Create a station with pictures or examples of things that need capitalization. Examples: maps, calendars, books, etc. Have the students write sentences that mention these objects.

218. See activities for Skill 217.

219. Same as above.

220.

A. Present a picture which emotes strong feeling. Next present several sentences which could be said by the characters in the picture. The teacher reads the sentences as statements. The child repeats the sentences as though he were a character in the picture. (Example: picture of people watching a circus parade--use sentences such as: I see the clowns! Hooray, here comes the band!)

B. Each child is given 3 cards showing the period, question mark and exclamation mark. Teacher reads a sentence and child holds up card with appropriate ending punctuation.

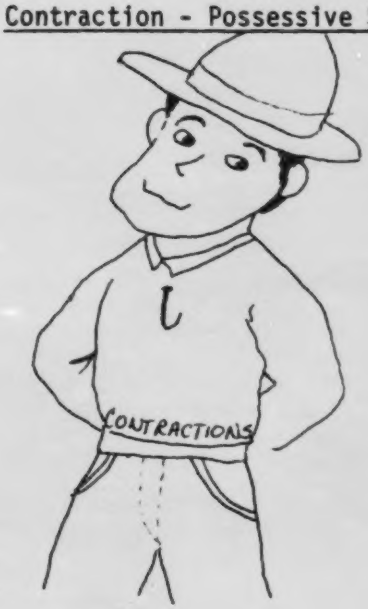
221.

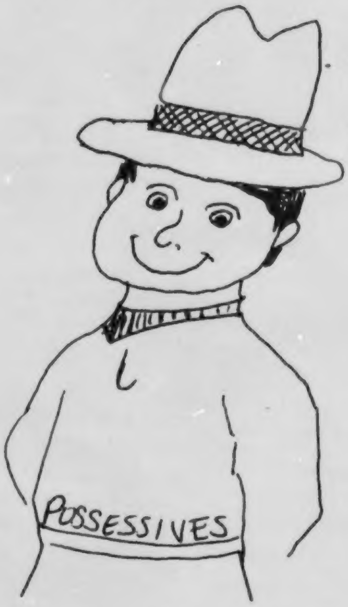
A. 's. Find the titles of books that show possession. Example: Dorrie's Magic, Madeline's Rescue, Johnny Crow's Garden. You can read the story and discuss why they used 's.

B. Have each child put one object on his desk. Then ask the children to walk around the room and write down what they see and to whom it belongs. Example: Jim's pencil; Gail's ring.

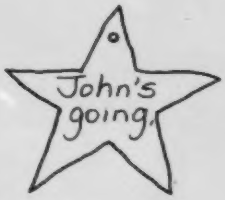
C. Teacher makes up cards with sentences on them, some contractions, some possessive. Have the child divide the cards into two separate groups. Have contraction or possessive written on back for immediate correction.

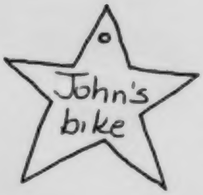
D. Contraction - Possessive Sheriffs.





Prepare stars with phrases. Child hooks sheriff's star to chest.


John's going.



222.

A. Teacher writes several sentences on board and each student is to copy it twice. Teacher specifies the number of items or names to be found in list on each writing. Example: (Anita, Sue, Andrew, John, Mary, Teresa, and Peter are at the park. Anita Sue, Andrew John, Mary Teresa, and Peter are at the park. NOTE: seven commas in first sentence and four in second.)

B. Teacher composes a letter in which all the punctuation marks in Skill 222 are omitted. The student copies the letter and punctuates it properly.

615 Wilson Road
Lancaster Pa 17603
September 14 1975

Dear Joan

We have a school choir this year We will sing for the first time on Christmas Eve We hope you will be able to come back to visit at Christmas Susan Gini David and Bob want very much to see you

Your friend

Carolyn

223.

A. Have the students create sounds to replace whichever punctuation marks you are reviewing. The students can read the sentence orally and add the proper sound effects to replace the punctuation mark (Victor Borge, Caught In The Act, Columbia Records).

B. Create a correcting style station - a computer with lots of buttons and knobs, a Star Wars type robot, etc. Use this gimmick as a place for punctuation worksheets.

C. Break the students up into groups of five or six. Each student is to write two sentences making as many punctuation mistakes as possible. Every member of the group will wear a badge that shows a different punctuation mark. Rotate the sentences around the group and the person with the period badge searches for missing periods, quotation marks badge searches for missing quotation marks, etc. A variation would have the students writing paragraphs and stories with punctuation mistakes.

D. When you are working with a reading group, ask questions about the punctuation that appears in a story. "Nickel question! Why is the comma there?!!

E. Have the students find pictures of things that could be listed: fruit, toys, etc. The student can write a sentence using pictures instead of words and place the commas between the pictures.

F. Contraction Comedian. For this game, the student will need a dictionary, pencil, and paper. Teacher directs class to write contractions and the words that form the contraction. The student who has the longest correct list becomes the "comedian." He then is asked to write a joke, song and a riddle using contractions in each. These are to be used in a play which the winner writes. He designs costumes or has classmates design them, on which contraction and the words that form them are placed. He becomes the director for the class production.

224.

A. Block out the conversation in cartoons and rewrite what characters are saying on a separate sheet of paper.

B. Interview someone in your community and write the interview, using question marks.

C. Create a suspenseful situation between people. Write down the dialogue between the characters. Example: bank robber trapped in a bank and the police who surrounded the building, a person ready to jump from a building ledge and a person trying to stop him, the principal and a bad student, etc.

D. Make the class photo and ask the kids to pretend each student's picture is talking. Write down their direct quotes. A variation is to use the class members' baby pictures.

E. Take a funny poster of an animal, person, a cartoon figure, etc. Ask the kids to write up quotes on strips of paper to go with the poster and place the quotes around the poster.

F. Have each student locate a series of quotes in a reader. Each student is to write the quotes down without any of the punctuation. Mark the page and book on their papers. Pass the paper to another student for corrections.

G. Magazines have many pictures showing two or more people talking. Have the students mount this on a piece of paper and write down the conversation that might be taking place.

H. Involve children in puppet dialogues. Give dialogue to children on a ditto. Do not include quotation marks. Use two colored crayons and have children underline each puppet's parts. Indent each time color changes. Place quotes around only what is spoken.

I. Quote Collectors. Send students on a one-day mission of quotation collecting - in the room, in the hallways, lunchrooms, etc., wherever they hear people talking. All quotes submitted to the class the next day should be attributed to fictitious speakers, the use of pseudonyms protecting the quoted while maintaining the essential quotes. Encourage students to collect a variety of sentence types.

225. See activities for Skill 224.

226.

A. Adapt activities for specific usage skills.

B. Encourage students to enter local essay contests.

227.

A. Use class discussion and/or class graph. Students know what things teachers criticize them for. Have the class list its own problems, possibly keeping an anonymous all-class graph. Discuss what problems seem most important to communications, and concentrate on those first.

B. Instead of marking corrections on papers, try underlining them. Turn students back on their own resources. Ask them to make the correction on or off the paper. Encourage them to identify the class or error: Is this a spelling mistake? No apostrophe? Agreement of subject and verb? Unclear antecedent? Wrong pronoun? Change of tense in the middle of a sentence?

C. Have the students graph their recurring errors. Is there one area that he always seems to miss? Is he improving?

D. Individualize spelling lessons. (1) Make spelling lists for the students from his own errors. (2) Make spelling lists according to student's interests: from sports page, from a library book.

E. Read aloud for punctuation. Try having the student read his work aloud, slowly, and point out to him that there is a correlation between his pauses and the use of commas, between his breathing stops and periods. A particular tone means a question mark. In reading aloud this way a student will often include an omitted word. Thus you will be able to differentiate between errors your student makes through carelessness - his thoughts may be going faster than his hand can write - and those errors he does not understand how to correct. This method gives you insight into the particular character of the students' problems.

F. If you have time, try dictation. Insist the students who are dictating the story or poem to you should tell where they want capitals and commas.

G. Do corrections by committee. Each committee is to be given an area to correct. One committee is to be assigned spelling, one committee quotation marks, one committee periods, etc. The children's rough drafts of their stories are rotated among the committees for corrections.

H. Proofreading Symbols: H - error in Heading; M - error in width of Margin; cap. - Capital letter needed; no cap - Small letter needed; sp - error in spelling; s+ - run on sentence; s - non-sentence; P - error in Punctuation; ¶ - Paragraph needed; no ¶ - no paragraph needed; ? - meaning not clear; gr - error in grammar.

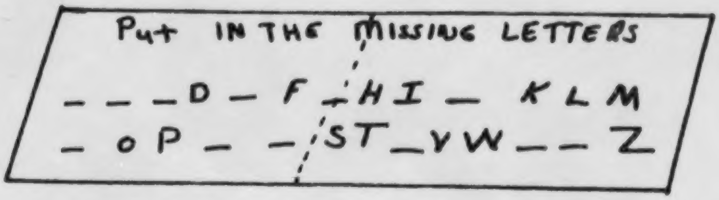
I. Place the children into groups of five or six. Each child begins a "rotating" story. After two or three minutes the stories are rotated to the person at the left. Keep rotating the stories with the fifth child finishing the story. The child who started the story can proofread it using the symbols in the previous activity.

228. Skill implies activity.

229.

A. Walk the Tightrope. Secure a clothesline within reach of the children. Have children clip alphabet cards to line. (Have two sets - upper and lower case.)

B. Can You Find the Missing Letter? Child picks a letter from cards and attempts to place it in correct position. As a follow-up, provide paper so child may record his alphabet. Variation: Use lower case letters. Also, vary the number of missing letters to regulate difficulty of task.



Put IN THE MISSING LETTERS

_ _ _ D _ F _ H I _ K L M

_ o P _ _ S T _ V W _ _ Z

C. Given an author's initial, locate familiar books in the Easy section of the Media Center.

D. Use alphabet cards. Pass them out among children. First, pass out capitals. Have children come up and arrange themselves in a line from A to Z. Then, repeat with lower-case letters.

230.

A. Magic Picture Show. Laminate a colorful picture to poster board. Cut the picture into strips and as you cut, print an "a" word on the back of the top strip, a "b" word on the back of the next, and proceed consecutively. Children place the word strips in alphabetical order, then turn the strips over one at a time. If they are in correct order, they will form a picture.

B. Prepare a word game containing a set of 20-30 word cards. Students play with one to three partners. One student deals an equal number of cards to each player. Each student places his words in alphabetical order. The first to complete the activity succesfully is the winner.

C. Have students cut words from school newspapers or children's magazines that begin with specific letters. Students arrange the words in alphabetical order and paste them on a card.

231.

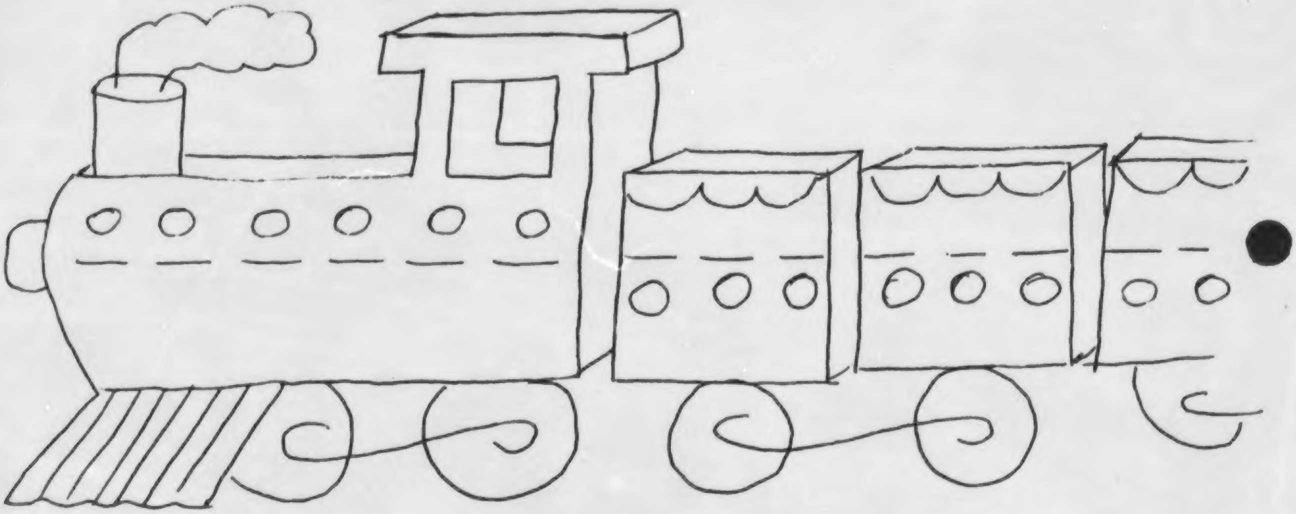
A. Alphabet Doggies. Cut out several dog figures. Write a word beginning with a different letter on each dog. Children put dogs in order. Write words that must be alphabetized by their second letter on doggie dishes. Children can feed the dogs once they've been put in A B C order.

B. Alphabetize Yourself. Give "Willie the Worm" a body by putting classmates' names in order. Code the back of each segment numerically as a self-checking device.

C. Yummy Foods. Each child selects a favorite food and writes it and draws a picture on separate 3" x 5" index card. (Spelling should be checked in the dictionary.) Children add their names to the card and file cards in a box with alphabetical dividers. When all have contributed, cards should be removed, numbered, and "shuffled." Children can practice refiling them.

D. Alphabet Junction. Teacher prints student directions on a chart or task card if activity is to be used in a learning center. If used as a group activity, or individual project, directions may be given orally.

Alphabet Junction is the next stop! As you leave the train, write a word beginning with each letter of the alphabet on strips of paper. Cut along the dotted line and place the words in the train. Enjoy your visit at Alphabet Junction by coloring the train and adding background scenery.



Write as many words as possible in each of the following categories: action words, aviation words, beautiful words, cartoon words, Christmas words, dignified words, emotional words, funny words, geography words, historical words, inventive words, job words, media center words.

232.

A. Alphabet Answers. Prepare cards on which pairs of words are written (examples: paste-paper, family-father, two-twelve). Ask one child to be "leader." He or she holds up a card. The first child looks at the card, then must read the two words in alphabetical order. If correct, player changes place with the "leader." If not correct, player stays where he is, and leader holds up another card for next child.

B. Peanut Scramble. Divide class into three teams. Give members of each team word cards beginning with the same first two letters. Have teams race to arrange themselves in alphabetical order.

C. Class Telephone Directory. Make a list of names, addresses, and phone numbers of all children in the class. Names should appear in alphabetical order as they do in a directory - last name first. (Example: Smith, Mary - 112 Baldwin Ave. - 569-2376.)

233.

A. Some examples of words to use would be: cod, code - dine, diner - cut, cute - come, comet - cap, cape - grim, grime - dot, dote - grocer, grocery - in, inn - doe, doer - star, stark - read, ready

234.

A. Put the words in alphabetical order to make sentences. See what they spell and then try to say them! tame, turtles, traps, Tabatha's, trembling, tiger, tall, tawny. Ans. Tabatha's tall, tame tawny tiger traps trembling turtles.

Variation:

B. Have the students make up a tongue twister themselves. They can then scramble the words and let other students try to alphabetize them.

C. Have the students alphabetize a list of words. After they put the words in alphabetical order, have them circle certain letters in each word to get a message. For example: margin, make, mast, macaroni, mama, magnet, maple, mahogony, manage, mallard.

6 macaroni
6 magnet
3 mahogany
4 make
6 mallard
2 mama
5 manage
5 maple
6 margin
4 mast

Ans. other agent

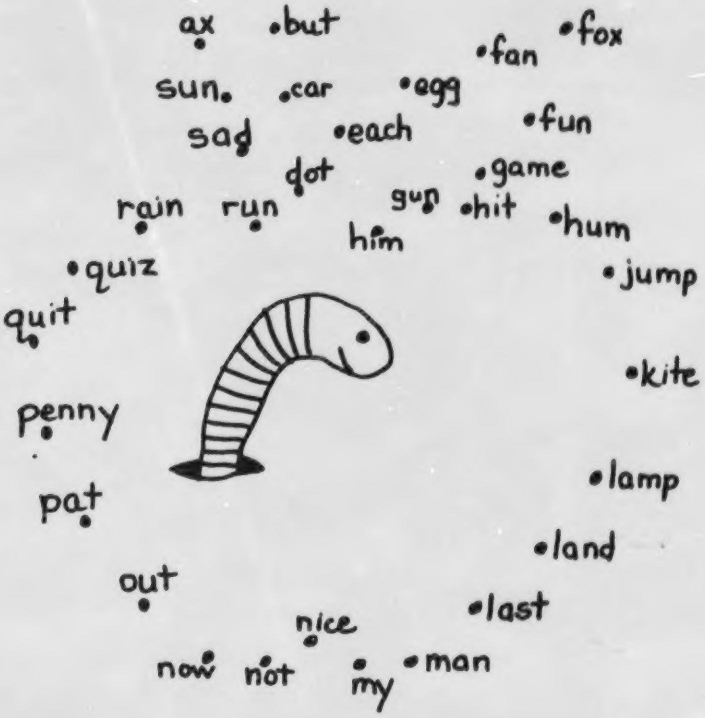
Variation:

D. Have the students make up their own secret message from a list of words for other students to alphabetize.

E. Cut up slips of paper with last names on them. Have the students put them in a telephone book on the page where the names are found.

F. At the beginning of the year distribute copies of the names of all students in the class. Have the children alphabetize the list, using last names OR first names.

G. Connect the Dots. Prepare puzzle pictures that require the students to alphabetize words by connecting dots. If they connect the dots correctly, a design or picture will appear.


ax
but
fox
fan
sun
car
egg
sad
each
fun
dot
game
rain
run
gun
hit
hum
him
quiz
jump
quit
kite
penny
lamp
pat
land
out
last
nice
now
not
my
man

235.

A. Make a class pictionary. Continue to add words on a regular basis.

B. Choose a broad subject category such as ANIMALS. Using a pictionary, children locate animal words representing as many letters of the alphabet as they can find: A-ape, B-bear, C-cat, etc.

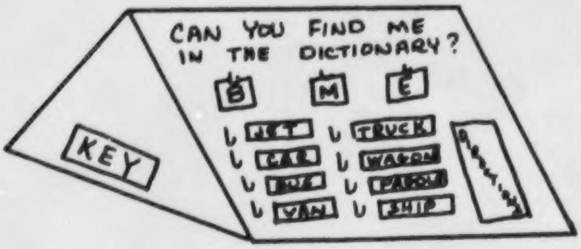
C. Choose a subject category in the pictionary and have children determine word usage. Example:

FIND WORDS FOR CLOTHES
you wear on a rainy day ____________________
to school ____________________
to bed ____________________
to a party ____________________
on cold days ____________________
on warm days ____________________

236.

A. See activities for Skill 235.

B. Can You Find Me in the Dictionary? Learning station to determine location in the dictionary (beginning, middle or end).



Look at a word strip and decide where the word would be found. Hang the correct letter on the hook next to the word (B-M-E). Work until all words have been matched with a letter. Check answers.

C. Smart Art. Give students a sheet of paper which has been divided into nine squares. Each square contains a picture of an object. Children supply the letters representing the initial sounds of the objects pictured. Then, using a picture dictionary, they find the word and write the correct spelling in the square.

D. Send children to the Media Center to find word definitions in a dictionary. Variation: Locate topics in a beginners' encyclopedia (example: Compton's Pre-Cyclopedia).

237.

A. Using spelling words from assigned list: (1) use the dictionary to locate number of syllables; (2) find plural spellings; (3) locate meaning and number of meanings.

B. Given the spellings, the child locates the entry in the dictionary to identify correct spelling. gizzerd [✓ gizzard]

238.

A. Guide Word Race. Beat the Clock Class is set up into teams. Time is set. At signal one member of each team locates a word in the dictionary. The first person to locate the word rings a bell and pronounces the guide words on the page. If he does this correctly, he receives a point for his team.

239.

A. See activities for Skill 237.

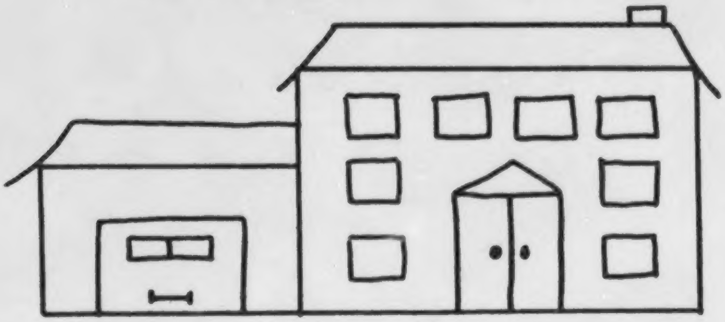
240.

A. Skill implies activity.

B. See activities for Skill 241.

241.

A. Phonetic Funhouse. (Kids Stuff)
(1) Duplicate pictures of a house similar to the one below:

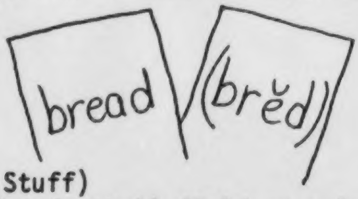


(2) Prepare a chart giving decorations for "decorating" the house. Write the words of the directions in phonetic respelling of the class room dictionary.

(1) Kul'er thə tü rüf pärts red; (2) Māk sum smōk cum'ing out uv thə chim'nē.

B. Reproduce an exciting story using the symbols found in your dictionary. Give each student a copy to be "translated." Request that students sign their names to their papers in the dictionary's code.

C. Card Game. "Dictionary Demon"
Played like "Old Maid" card game, but matching word and phonetic spelling.



D. Phonetic Football (Kids Stuff)
(1) Prepare a diagram of a football field on a large piece of poster board. (The "field" from one of the commercially made football games will serve well.) (2) Make sets of cards with words spelled phonetically. Vary cards according to difficulty--(see accompanying chart); (3) Decide which team will kick off. Kickoff player chooses a card from kickoff pile and shows it to opponent. If he knows it, he may bring the ball out as many yards as are indicated on the card. If he does not know it, bring the ball to his twenty-yard line; (4) Set the timer at ten minutes for each half; (5) Begin play. The player with the ball chooses a pack of playing cards. He pronounces one at a time, moving the number of yards prescribed on the cards for each correct word; (6) The team has four tries to get a first down. On the fourth down, he may try to make his yardage, or he may kick to the other team by showing his opponent a kick-off card; (7) When a touchdown is made, the scoring player gets six points and may draw a card from the Extra Point pile and try for the seventh point; (8) If a team gets within thirty yards and feels he cannot make a touchdown, he may try for a three-point field goal by taking a card from the Field Goal pile.

D. PHONETIC FOOTBALL, cont.

DESCRIPTION OF WORD CARDS:

Kickoff Cards--These should be quite difficult. Give players yardage values ranging from 22 to 40, depending on difficulty.

chir' fəl nis 22

jēn' yəs 30

ō bich' u̇ er' ē 35

Extra Point Cards--Make these fairly easy. They need no yard value.

mē' zlz

moi' sn

chēt

krak' ər

Field Goal Cards--As these are worth 3 points, make them moderately hard.

ak' sə den' tl

fīr' wu̇d'

kwes' chən

Playing Cards--Make several decks (8 or 10), each one with increasing difficulty. Label or number the decks so students can choose an easier or harder set. Give each card a yardage value ranging from 5 to 15 yards. (Make most of them worth 7 or 8 yards.)

kwon' tə te 9

sing' gyə lar 12

fə zish' ən 15

nü mon' yə 15

E. Pronunciation Lotto. (1) Prepare lotto boards by ruling paper into squares, 4 squares across, 5 down (20 in all). Write the words "For Luck" in the last square. In the remaining 19 squares, copy at random from your dictionary key the words and symbols used to show 19 vowel sounds. The more scrambled the key words appear on the board, the more different one board will be from another.

ôrder	hat	takən	tėrm
it	câre	oil	cup
ūse	ōpen	out	fär
pu̇t	rüle	let	īce
hot	bē	āge	for luck

(2) The game begins when the caller reads sentences such as:
(1) In at you say a as in
(2) In cold you say o as in
(3) In cut you say u as in

(3) As the sentences are read, the first player to cover all the key words in a row, either across or down, calls LOTTO! (4) Be sure to warn the group to keep their boards intact while the LOTTO caller checks his work.

F. Symbol Simon. (1) To play, each student should have a dictionary and know that all words in the game will be one-syllable words. To start, you might write _ _ _ _ (4 letters) on the board. Above the second blank, you might put the symbol for a long vowel. Then, within a time limit set by you, the players should write down all the words they know or can find which fit the description; (2) Other symbols used in the dictionary's key to pronunciation could also be included in the game.

242.

A. Select a page in a dictionary and ask questions about the entry words such as: (P. 200 - Thorndike-Barnhart)(1) Which entry word appears last on the page? (2) Which entry words are accompanied by pictures? (3) Name an entry word that is new to you; (4) Name the entry word that appears after the word "dumbbell." (5) Name an entry word that also has a sentence within the definition that is written in italics.

243.

A. Call out letters of the alphabet and have the children try to open their dictionaries to a word beginning with that letter. All lucky winners could stand each time they successfully estimate correctly.

B. Call out words and have the children try to find them in the dictionary. The first child who successfully finds it should stand. (Use words that are easy to spell.) A variation could be the student names, the page, and its order of appearance on the page, e.g., 128-8 means Pg. 128, eighth word.

C. Prepare simple activity sheets on which the children list whether a word is located in the front, middle or back of the dictionary.

crack F F=a,b,c,d,e
money M M=f-p
juice M B=q-z

244.

A. In the Middle. Prepare sets of guide words in red lettering large enough to be seen by the entire class. Prepare entry words in black lettering. Each child should receive an entry word. Two students should hold the selected guide words. Have the children place themselves (and their entry word card) between the guide words that are appropriate for their word.

B. Animal Trainer. Write on the board a number of pairs of guide words. Draw a box around them. Below each pair write the names of three animals whose initial letters are the same as those of the guide words; (2) Ask the children to imagine that the guide-word boxes are animal cages. Have individual pupils come to the board and put the right animal in the right cage by printing its name inside the cage on the bottom line; (3) If the child cages the wrong animal, let the members of the class growl "grrrrr"; (4) If the child cages the animal correctly, the children can clap!

C. Guide Word Bingo. (1) Prepare bingo cards for the students but instead of placing numbers in the squares, write sets of guide words; (2) Call out entry words. If the student has a set of guide words appropriate for the given entry word, he or she covers the square with a marker; (3) Winning rules can be exactly like those in the regular game of Bingo.

D. Have children pretend that their name is listed alphabetically in the dictionary. (Some of the children's first names will appear as entry words.) The guide words and the page numbers become their street address. Have them create a story about the neighborhood in which they live, using as many of the entry words as possible. For example: My name is Peggy and I am presently living in a penitentiary on the corner of Pelt and Penn Streets. I am using a pencil because my best pen seems to have disappeared. You might be wondering why I am in jail, so I might as well tell you. I was caught penetrating the William Penn Museum where I stole an expensive penchant and the official penknife of William Penn. Unfortunately, I was wearing a pendulous dress and it caught on a stuffed penguin which happened to be in my way. I fell down the steps and broke my pelvis bone. About the same time as my accident, a girl by the name of Penelope happened to hear my cries and called the police. Needless to say, my penalty for this crime is a year in the "pen" where I am being Penalized for breaking the law. (Please excuse my penmanship but I have an extremely bad cold and have been given penicillin by the doctor.)

Today I feel very penitent for having stolen those things. I would rather be on a distant peninsula eating pemmican than in this place. About the only exciting thing for me to do here is to watch the pendulum of the old clock at the hallway. So please don't steal things! Now you know what the penalty is!

245.

A. Select an entry word and definition from a dictionary that does use abbreviations. Have the students discuss the possible meanings of the abbreviations before showing them the abbreviation key in the front of the book.

B. If your dictionary does not have an abbreviation key, organize a "hunt" for all abbreviations used in your dictionary. Formulate a list with the meaning of the abbreviation included. Attach it to the inside of the dictionary.

C. Discuss with the students places in newspapers or other books that use abbreviations extensively, e.g., want ads, telephone books, cook books, etc.

246.

A. What a Silly Word! (1) Have the students look up the meanings of the following words. They really are there! abracadabra, bamboozle, bogy, bric-a-brac, caterwaul, dingdong, dodo, flapjack, gargoyle, gewgaw, glockenspiel, gobbledeygook, goo, goober, haphazard, helter-skelter, mollycoddle, peccadillo, pow-wow, riff-raff, roly-poly, whippersnapper, wigwag, zombie; (2) The students might like to find some of their own silly words and present them to the class.

B. The children could make scrapbooks of the following occupations. Illustrations or magazine pictures could be used along with the dictionary definition: blacksmith, stenographer, philatelist, podiatrist, pediatrician, psychiatrist, jester, thespian, glazier, cooper, tutor, masseur, soothsayer, attorney, apothecary, alchemist, architect, chef, milliner, chauffer, haberdasher, author, taxidermist, caterer.

C. Find out what these words have in common: (1) rutabaga, kohlrabi (vegetables); (2) Mikada, Czar; (3) mignonette, narcissus; (4) quince, persimmon; (5) Ontario, Saskatchewan; (6) fibula, tibia; (7) quisling, traitor; (8) Alexander, Xerxes; (9) xebec, yawl; (10) yaws, beriberi.

D. Write these sentences in simpler words: (1) The nefarious urchin expectorated; (2) His elongated proboscis protrudes; (3) He prevaricated when his maternal parent interrrogated him regarding the missing pralines; (4) The obnoxious offspring thrust a digit in his sibling's cornea.

E. Create a map and prepare a set of directions that include words which the students will not know. To find the hideout or the mystery spot, the students will have to use the dictionary! For example: "Follow the viaduct to the edge of the forest. Take the ridge trail north until you reach the promontory. At this point turn west and cross the isthmus. Now turn south and walk along the embankment until you see a lake in the shape of an eclipse. Our hide-away is located in a pentagon shaped building on the shore of the lake."

F. For a really Super Dictionary Unit, order the book by that name from Teachers, P.O. Box 398, Manhattan Beach, CA 90266.

G. Another very clever book to order is Aaron Zwieback and his World of Words from Prentice Hall, Inc., Englewood Cliffs, NJ.

H. Make up questions about entry words similar to the following: What would you do if someone gave you a gratuity? (a) say "thank you"; (b) punch him in the nose; (c) call the police. The students might enjoy making one of their own too!

I. Dictionary. (a game) (1) Pass out paper and pencil to each player; (2) One person looks through the dictionary until he/she finds a word that no one in the group knows; (3) Dictionary-person then says and spells chosen word. Each person in the group writes it down with a made-up definition; dictionary person writes down actual definition; (4) All papers are passed to dictionary person who reads all definitions aloud; (5) Each person in group votes on which definition he or she thinks is correct. SCORING: 1 point for correct guess; 1 point for each time your definition is chosen as correct by another player.

J. Find someone in the room who fits each of these adjectives: lanky, dainty, attractive, agile, loquacious, conscientious, sedate, gregarious, affectionate, unsociable, tenacious, zany, brawny.

247.

A. Flip through the dictionary and find words that are divided into: (1) syllable; (2) syllables; more than 2 syllables.

B. Secret Syllable Message. Divide all the words in the message below into syllables. Circle the first syllable in each word. Use the dictionary to help you. Write the message on the lines below: BRINGING AUTOGRAPH TODAY TOGETHER HIDEWAY OUTLOOK

Students might enjoy making their own secret syllable messages.

C. Syllable Count. Decide how many syllables are in each word below. Place the number in the boxes provided. You may use a dictionary to help you. When all of the boxes are filled, work the problem watching the signs carefully. (1) FALSE; (2) DEPEND; (3) PIANO; (4) FIELD; (5) POSITION; (6) NURSERY; (7) FAMILIAR; (8) GRAMMAR; (9) CONSERVATION; (10) HIPPOPOTAMUS

$$\underset{1}{\boxed{}} + \underset{2}{\boxed{}} \times \underset{3}{\boxed{}} + \underset{4}{\boxed{}} \times \underset{5}{\boxed{}} - \underset{6}{\boxed{}} - \underset{7}{\boxed{}} \div \underset{8}{\boxed{}} + \underset{9}{\boxed{}} \times \underset{10}{\boxed{}} = \boxed{}$$

248.

A. Look in the dictionary for any words that fit the following patterns and fill in the blanks. The first one has been done for you. a rith' me, tic

____ _____', _____' _____, ____' _____ _____', _____' _____ _____
_______, _____ ______ _____, _______ _____ ______ ______, _____ _____
_______.

B. The words below have been divided into syllables, but they are out of order. Write each word, placing the syllables in the correct order. Next, mark the main stress or accent. Use your dictionary for help! (1) TURE NA; (2) BAGE GAR; (3) MOTE PRO; (4) ER LIV DE; (5) SHIP ER OWN; (6) FY SI CLAS; (7) O I NAL RIG; (8) IST EX NON ENT.

C. Some words change their meaning by moving the accent. In the following words, the accent moves from one syllable to the other. Have the students try to compose sentences that use both of the words. For example: I object' to being the object of his insulting remarks. Other words to use: minute', minute; console', console; refuse, refuse'; desert', desert; record, record'; perfect' perfect; project, project'; contest, contest'; object, object'; entrance', entrance.

249. Skill statement implies activity.

250.

A. Words That Mushroom. (1) Children are asked to select a root word that can mushroom into many different derivatives. Some good starters may be: favor, please, inform, comfort, sense, resist, courage, self, complete. (2) Each child could make a huge mushroom with the root and all its derivatives written on it.

Sentences could be written using the derivatives correctly or drawings and pictures could be added to help clarify the changes in meaning; (3) Mushrooms could be hung in the halls or (4) A contest could be held to see who can prepare the longest list of derivatives from a single root.

B. Brain Teasers. Each of these words end with NATION. Try to get each of the NATIONS using the clues that are given. For example, a nation hated by students is EXAMINATION. A light giving nation _ _ _ _ _ _ _ NATION; A president-killing _ _ _ _ _ _ _ _ NATION; A king-making nation _ _ _ _ _ NATION; An angry nation _ _ _ _ _ _ NATION; A stubborn nation _ _ _ _ _ _ _ _ _ NATION; A fanciful nation _ _ _ _ _ _ NATION: An office-seeking nation _ _ _ _ _ NATION; A getting-rid-of nation _ _ _ _ _ _ NATION; A sleep-through-winter nation _ _ _ _ _ _ NATION; A beginning nation _ _ _ _ _ _ NATION; A finishing nation _ _ _ _ _ _ NATION.

C. Try to make these words larger by adding an ending. Circle the added suffix. Use your dictionary for help. kitchen, lamb, book, ring, cigar, highway, man, lance, market, statue.

D. Say Abracadabra and make these words smaller. When you take away the prefix and suffix, the word you have left is the base word. Find the root word and write it in the middle column beside the word. Write each prefix in the first column and each suffix in the last column across from the word.

	PREFIX	ROOT	SUFFIX
rearrangement			
anticlimatic			
disadvantageous			
interchangeable			
indistinguishable			
nonproductively			
unquestionable			
irresponsibility			

251.

A. Divide the class into teams looking for words in a dictionary that fit into two categories such as NOUN and VERB. The first team to find five such words wins.

B. Use Mad Libs (Price & Stern) available at book stores. Using a dictionary, have the children look up interesting, colorful or fun words that fit a list of categories chosen from one of the Mad Lib stories. Have them list them on a piece of paper. Then provide the students with a copy of the Mad Lib story to fill in the blanks.

C. Have the children list their names vertically S and have them find adjectives to
T
E
V
E
fit their personalities beginning with each of the letters of their name. Nouns, verbs, etc., could also be used at different times throughout the year.

D. Have the children make up a new word of their own. Have them tell what part of speech their new word is and require that the new word be used in a sentence using the part of speech correctly. For example: GLIFE--(1) a light bulb,n. (2) bright orange, adj. My mother handed me a glife for my bedroom.--noun The glife scarf looked very cheery.--adj.

E. Have the students look up words in the dictionary that can be used as many different parts of speech. Have them write a short sentence using the word correctly as each part of speech listed. A contest could be held to find a word that can be used in as many different parts of speech as possible. Example: BACK n--Hang your coat in the back of the room; v--Back the car into the garage; adj.--The back row is vacant; adv.--Move back, please.

252. See activities for Skill 251.

253.

A. Look at the words below. Name the language that gave us each set of words:
sauerkraut, kindergarten ________________________
bagel, schmaltz, schlemihl ________________________
sputnik, steppe ________________________
volcano, pizza, spaghetti ________________________
chow mein, chop suey ________________________
tycoon, jujitsu, kimono ________________________
boutique, chef, rouge ________________________
bazaar, shawl ________________________

B. Can you read the menu? Tell either the kind of food or how the word is associated with food. Tell the language of the country from which the word came.

	Def.	Country
a la carte		
ambrosia		
antipasto		
au jus		
bagel		
bonbon		
buffet		
chop suey		
chowchow		
chow mein		
delicatessen		
deluxe		
entree'		
frankfurter		
goober		
hamburger		
lox		
macaroni		
menu		
omelette		
pastrami		
pumpernickel		
ragout		
rathskeller		

	Def.	Country
ravioli		
sandwich		
sauerbraten		
schnitzel		
smorgasbord		
soup du jour		
wienerwurst		
zwieback		

C. Around the World. Pick a word from the list below. Draw a picture to help explain the meaning of the word and find out from what language they come: applique, au revoir, babushka, bateau, bon voyage, butte, bronco, burra, coulee, chili, coyote, depot, firewater, fleur-de-lis, FÜhrer. fusillade, gnome, hara-kiri, jinricksha, judo, jujitsu, karate, kayak, kimono, lei, leprechaun, machete, maharajah, mezzanine, mesquite, patio, pompadour, praline, proboscis, ragout, rendezvous, samovar, sampan, sansei, scimitar, silhouette, stiletto, taboo, tamale, teepee, tete-a-tete, tourniquet, trousseau, vamoose.

254.

A. Give the children a list of people's names found in a dictionary. Have them classify the people into categories such as rulers and leaders and fictional characters. For example: Churchill,Cleopatra, Lancelot, Cortez, Charlemagne, Merlin, Rip Van Winkle, Zeus, McKinley.

B. Some of these places are real and others are fictional. If the place is REAL, Tell where it is. If it is FICTIONAL, put the name in a separate column and identify it. For example: Bologna, Camelot, Granada, Seine, Yangtzee, Harlem, Kiev, Lilliput.

C. Prepare lists of specific questions about persons, places and historical events. (A) Is Puget Sound located in the U.S.? (B) What is the Milky Way? (C) What is Hatteras? (D) Who was Don Quixote?

255. Read a word by associating it with the object.

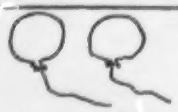
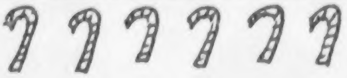
A. Label objects with their appropriate names throughout the classroom. Make additional set of word cards. Have child match word card with correct object and read aloud to teacher.

B. Place words on cards. Obtain pictures from magazines or old workbooks corresponding to words. Have child match picture with appropriate word.

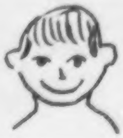
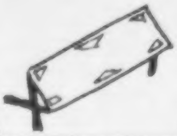
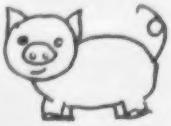
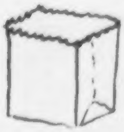
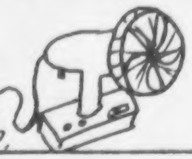
C. Arrange with media specialist for a learning station to be set up in the media center. Small group may be sent to listen to a story lesson tape and complete the accompanying picture/word response booklet.
Example: Can You Find My Mother?, Media Materials, Inc.
This lesson will help children learn the names of farm animals and their young.

256.

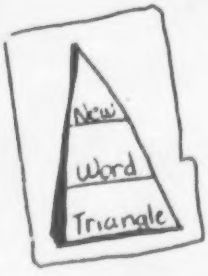
A. Prepare the following ditto. Have the children circle the two words that are spelled the same.

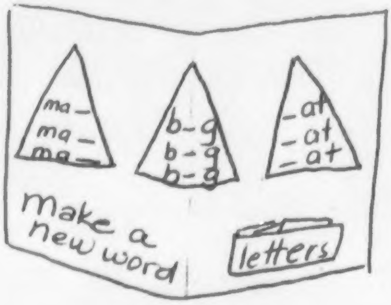
1. pet pot pat pat pit	2.  big bag ban bug bag
3. pin big pin bin tin pig	4. net men hen ton hen not
5. leg dot pet tag pet lap	6.  sub bus six sun gas gas

B. Prepare a ditto with pictures listed on the left hand side and words on the right. Have the child circle the word that names the picture.

1. 	box	boy	bog
2. 	cat	cut	cot
3. 	pig	big	dig
4. ●	dot	pot	top
5. 	bug	dog	bag
6. 	fun	van	fan

C. Folder Game. Directions: Put a letter in the blank to make a new word.


New
Word
Triangle


ma_
ma_
ma_
b-g
b-g
b-g
_at
_at
_at
Make a new word
letters

Each triangle deals with substituting a different part of a word.

257. Dictate stories from experience.

A. Experience stories might be initiated by a resource person, a favorite toy, a musical recording, a non-verbal filmstrip, an artifact or art print available through district art department. Many additional activities can be obtained from The Whole Word Catalogue 2 available in your media center.

B. Photo Essay Story. Divide class into small groups. Choose an activity for each group which may be photographed in four distinct scenes. Children will compose a title and dictate captions. More able students may also add a concluding statement. Camera, film, and assistance are available from your media center.

258.

A. Upon conclusion of field trip, special school assembly, vacation, or other similar activity, child can write his own experience story.

B. Using wordless picture books, students will write a statement to accompany each picture. (Most wordless books show action clearly and are easy to narrate in this way.) Suitable examples are: Hogrogian, Apples.
Goodall, The Adventures of Paddy Pork.

C. After viewing a non-narrative film, students may produce their own narration. Suitable examples are: Clown and Merry Go Round Horse.
NOTE: See IMS Catalog, Lancaster-Lebanon Intermediate Unit.

D. Using a wordless picture book or filmstrip, students will compose a series of sentences which will effectively communicate the story. Examples of books which are available also in filmstrip format: Mayer, Frog Where Are You?
Krahn, Sebastian and the Mushroom?
NOTE: The written stories might be taped and, along with the book or filmstrip, made available to other students for listening and reading.

259. Skill statement implies activity.

260. Skill statement implies activity.

261.

First Session: Teacher reads story to child that the child has dictated. The teacher and child read that same story together. Child decides which words he wants to learn. Teacher places words on index cards or cut oaktag. Teacher and child go over words.

Second Session: Child reviews word cards with teacher. Any words that are known are eliminated at this time. Child and teacher read story together. Continue procedure until all words are learned. For individual reinforcement child may use these words to play configuration games, fill in blanks, categorize, etc. NOTE: Each child also has a notebook containing all the words he has chosen or teacher has chosen to learn. Teacher may also make a copy of each story on a ditto with individual child's words underlined for the child to read at home as additional reinforcement.

262.

A. Stepping Stones. For this game, the floor becomes a brook or stream. Cut out stepping stones from colors that teacher wishes to teach. Have child cross stream by naming the color as he steps on each stone. Rearrange stones for each child. Stepping stones can also be used for numbers by placing number words on stones and having child name the number as he crosses the stream.

B. Secure an empty egg carton. Paint the bottom section of each cup a particular color. Cut circles from oaktag. Write color word on one side and color the reverse side for self-checking. Laminate. (NOTE: Color word can also be written on bottom of egg carton for self-checking.) Child places color circles in correct cups. For number identification, write numeral in bottom of egg carton. Place number word on circles. Child places number circle in correct cups.

C. Colorful Pet Shop. Draw the outline of a pet shop on 12" x 15" piece of posterboard and laminate before cutting out. On index cards draw different kinds of pets. Color each one with magic markers. Laminate and cut out. Make several animals for each of the basic colors. Print a direction card for each animal such as: Find a purple bird. Pets and cards can be coded for self-checking.

D. Make two sets of word cards for numbers one through ten, and two sets of cards with dots one through ten. Show one set of the number word cards and have child read them. Mix up the numbers. Have child put words in order as you count. Continue ordering and reading the numbers. Show each of the dot cards. Have child find the number word cards for the appropriate dot card.

263.

A. Have a calendar available for each month. Choose one child each week to correctly identify the days of the week, month, season and appropriate holidays.

B. Prepare a 5" x 7" index card with the following:

Hooray! Holiday!

Here is a list of holidays. Write them on a separate paper and put the right month next to each one. Use the word bank.

1. Washington's birthday ____________________
2. Thanksgiving ____________________
3. Christmas ____________________
4. Summer vacation ____________________
5. St. Patrick's Day ____________________
6. New Years Day ____________________

WORD BANK
February
December
November
July
March
January

C. Arrange with media specialist to have a learning station set up in the media center. Small groups may listen to teaching tapes and complete accompanying response booklet. A post test may be administered in the classroom.

Winky's Week. Media Materials, Inc.
Acquaint students with names and abbreviations of the days of the week.

Winky's Twelve Wishes. Media Materials, Inc.
Introduces students to the names and abbreviations of the months.

Not Now, Winky! Media Materials, Inc.
Introduces student to the names of the seasons and appropriate customs for each season.

264.

A. Cut posterboard into squares or rectangles. Divide each square into smaller squares. Print an easily illustrated word in each square, such as boy, cake, red. Punch a hole under each word. On the back, paste or draw a picture that illustrates each word in the same position. Give each child one of the cards and a pencil. One child has counters or beans to be given upon correct response. Have the children sit on the floor in a circle holding their cards so that the picture side is seen only by the child holding the card. The children take turns asking each other for words and the child shows his response by poking his pencil through the hole under the word. Each time a correct response is given, a child collects a bean. The child with the most beans is the winner.

B. Pick an Orange. The teacher makes a bulletin board display depicting an orange tree. The teacher also makes oranges with vocabulary words written on them. The oranges should be backed with magnetic tape. An orange crate (word pocket) should be placed below the tree to hold the oranges. On the trunk of the tree write words. The first child must climb up the tree, successfully reading the words on the way up, and then pick as many oranges as possible. The child must read as many words as possible and places them in the crate. The teacher then places more words on the tree for the next child.

C. Blockhead. The teacher writes vocabulary words on all sides of wooden blocks. The teacher makes several construction paper heads, hats, ears, and neckties, so that when assembled the parts will form a blockhead. A child rolls the blocks and names as many vocabulary words as he or she can. For each correct vocabulary word identified, the child receives a blockhead part. The object of the activity is to get all the parts and make a blockhead. In turn, the children all try to make blockheads.

265. Skill statement implies activity.

266. Skill statement implies activity.

267. Skill statement implies activity.

268.

A. Spinning For Antonyms. Construct a wheel out of paper. Put an arrow on the wheel that will spin around. Divide the wheel into sections and write a word in each section. Spinner spins the arrow. When the arrow stops on a word, child must respond orally with the antonym.
Variation: Divide the class into teams. Each child from a team spins the spinner. Child must respond orally with the antonym. If the child misses, the next team gets a chance to say the word correctly. The child who misses

remains at the wheel. Children who say the word correctly return to their seats.

B. Arrange with the media specialist to have a learning station set up in the media center. Small groups may be sent to listen to a teaching tape and complete the accompanying response booklet. Example:
Winky in the Lost and Found Department. Media Materials, Inc.
As Winky the worm wiggles around the lost and found department, he finds a new toy and an old shoe and begins to introduce the student to the idea of opposites.

C. Karen's Opposites, by A. and M. Provenson, a book of simple antonyms written in story form is recommended to be read in correlation with this activity.

After children have become familiar with words of opposite meanings, ask them some motivating questions during self expression time. Answering these questions will help them retain the understanding of these words. Example: What is the difference between noisy and quiet?

1. "One is when a balloon pops and the other one is a tiny ant crawling across the floor."

2. "One is when my little brother enters the house and the other one is when a deer runs through the forest.

269.

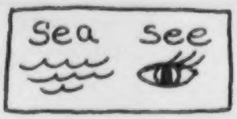
A. Holiday Word Exchange. Read sentences about a particular holiday to children. See how many words of the same meaning they can exchange for each of the underlined words. Example for Christmas:
1. Boys and girls leave lunches for Santa. (snacks)
2. The elves are Santa's helpers. (workers)
3. The tree looked pretty when it was decorated. (lovely, beautiful)
4. The elves had small shiny bells on their green hats. (tiny, little)
Variation: See how many longer and more difficult words of the same meaning they can exchange for each of the underlined words. Give the children an opportunity to tell their own word exchange stories using similar sentences.

B. May I? Make set of synonym word cards. Each child is dealt six cards. Object of game is to match the cards to obtain the matching synonym. The first player calls on another player in the group, "May I have ________?" The child names a card in his/her hand and asks for its synonym. If the player called on has the card requested, he must give it up. If he does not have the requested card, he says, "No, you may not" and the first player must wait for another turn. If the first player gets the card requested, he displays his pair face up on the table and continues to request cards until he misses. The player with the most pairs is the winner.

C. Arrange with the media specialist to have a learning station set up in the media center. Small groups may be sent to listen to a teaching tape and complete the accompanying response booklet. Example:
Add a Dash of Synonyms for Spice. Media Materials, Inc.
This lesson introduces the student to what synonyms are and how they can "flavor" vocabularies.

270. Homonyms

A. Have the children illustrate pairs of homonyms.



B. Rewrite the following poem, using the correct spellings of the homonyms.

C. A Tail of Whoa (Two bee red allowed)

Eye stood before the window pain
To stair out on the stormy seen. The wind it blue With grown and mown
As rein pored threw the lain.
Eye razed my head to view the cite
And new my hart wood brake. Four rested from hour would were awl the furs
Sew tall and grate
Know more too waive the see.
Aisle ne'er forget that dreadful knight -
A quire of desolation maid
Buy hale and creek of bows -
Yet still no paws or lesson.
The whether it was fowl!
Then shown at last the mourning son.
The heir now boar the fare suite cent
Of rows and hair belle whet.
At piece the wind; know sew my sole,
For their the land lei waist.

C. Have the children try to create sentences using both homonym members. Did you dig that whole hole by yourself? He wants to buy two tubas, too! He told his son to get out of the sun.

D. For fun, have the children illustrate incorrect homonyms. She got a new fir coat. She turned a little pail. I love sole food.

E. Have the children try writing homonym limericks. One day I went out to the zoo, For I wanted to see the old gnu, But the old gnu was dead. They had a new gnu instead, And that gnu, well he knew he was new.

F. Have a contest to see how many pairs of homonyms the students can think of in ten minutes.

G. Introduce some unusual homonym pairs: colonel, balks, queue, crewel, cygnet, guise, lyre, kneiss, thyme, beau.

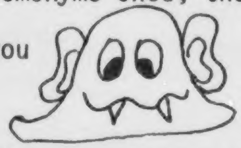
H. Make up word cards with homonyms. Boys and girls both receive cards but the boys must go to each girl asking, "May I please see your card?" They must thank each girl and continue until they find "their better half." Each pair of students must then give a sentence using their word correctly.

I. Teakettle. This old favorite is an excellent game for teaching the difference in meaning between homonyms. HOW TO PLAY: One player, the victim, goes out of the room, while the rest of the players agree on a pair of homonyms. When the victim returns, he asks each player a question in an effort to determine what the homonyms are. The responses must be so phrased as to require the use of either one of the homonyms, but the word "teakettle" must be substituted for them. From these clues the victim must discover the words that "teakettle" stands for. For example, suppose the homonyms chosen are knows and nose. The dialogue between victim and his tormentors might proceed as follows:

VICTIM: Is it something you buy?
PLAYER 1: You can buy a false teakettle, but not the real teakettle.
VICTIM: Is it something you wear?
PLAYER 2: Everyone teakettles he has a teakettle, but you don't wear a teakettle.

J. The Homymonsters. These words are monsters! They love to confuse you. But if you learn these horrible homonyms once, they'll never bother you again.

your - belonging to you
you're - you are



their - belonging to them
they're - they are
there - in that place

1. Fill in each blank of the story with either they're, their, or there.
The homymonsters are walking to ______________ home. ______________ going very slowly. They live over ____________. When they get ___________ they will eat soup. ______________ favorite soup is mushroom soup. ______________ stand those homymonsters who love mushroom soup! ____________ able to eat five bowls of soup. ____________ mother makes such delicious mushroom soup! ______________ is the homymonsters' mother, making mushroom soup.

2. Fill in each blank of the story with either your or you're.
______________ not eating ______________ soup. I bet ______________ soup is not as good as the homymonsters' soup. If ________________ not going to eat it, can I? ________________ right! The homymonsters soup is better than ______________ soup.

K. Big Shot Homonyms.

Big shot homonyms really can confuse you.
With all their different spellings, they surely
try to lose you.
But homonyms are here for good -
So there's nothing else to do
Except to really learn them.
Then the big shot will be you!

for- because
four - the number
fore - front

to- preposition
two- the number
too- also

dear- greeting
deer- animal

hair- threadlike growth on skin
hare- animal

Directions: Circle the correct words in the parentheses to finish the poem.

One fine day, the (deer, dear)
Asked of the (hair, hare),
"Where are you going this morning,
My (deer, dear)?"

"I am going (to, too, two) town
(To, Two, Too) hear all the news.
With luck before sundown,
I plan (to, two, too) buy shoes."

"(For, Fore, Four) my (for, fore, four) tired feet
Both (four, for, fore) feet and rear
Have been giving me pains
Since the end of last year."

"Well," said the (dear, deer),
"Since you're listening (to, too, two) me,
Here's my advice
(For, Fore, Four) your journey:

"Don't let the shoe salesman
Outwit your head
Though you have (for, four, fore) feet
Buy (to, two, too) pairs instead."

Synonyms

L. I Am Thinking. This activity can be used to develop vocabulary and to increase listening power. The reader starts by saying he is thinking of a word which means about the same as "unhappy." The other players guess in turn what they think might be correct. The players can be divided into teams and points given for correct answers.

M. Hink Pink. Give the students hints such as those listed below which require a pair of rhyming synonyms for an answer. (Because riddle answers can have more than one syllable, some Hink Pink players include a syllable hint by starting off, "Here's a Hinky Pinky" [2 syllable rhyme words] or "Here's a Hinkety Pinkety" [3-syllables].) lemon gelatin - yellow jello; small wasp - wee bee; dinosaur remains - colossal fossil.

N. The Last Word. (1) Divide the class into two teams and begin with one member of each team. (2) Seat the two contestants with their backs to a word which is written in a place where the rest of the class can see it. (3) The leader or teacher invites teammates to give synonyms one at a time. Contestants take turns guessing until the word is revealed. (4) The team guessing the most words first is the winner. (see picture in S.A.H. book of Bell's)

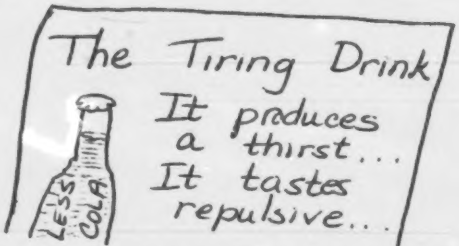
O. Highbrow Proverbs. Have the students turn ordinary proverbs into "big words." For example: "Don't cry over spilled milk" becomes Don't lament about the accidental overturn of a vessel containing lacteal fluid."

P. Divide the class into teams. Call out a specific word like "house." The teams then have 5 minutes to come up with as many synonyms for "house" as possible. The team with the most answers wins.

Antonyms

Q. Antonym Antics. (Kids' stuff) (1) Fill a large shopping bag with 100 words having opposites. (2) Write the antonyms for the 100 words on small cards and divide them among ten small bags. (3) Give each small bag to a small group of students. They may examine carefully the contents of their bag and spread the words out on the floor or desk. (4) A leader chooses and reads one word at a time from the large shopping bag. He moves quickly from one word to the next. (5) The group having the opposite must claim each word read. If it is not claimed the leader puts it aside and goes on. (6) When all the words have been read, a member of each group show its pairs of words. The group receives one point for each correct pair of antonyms. Examples: frequent - seldom; public - private; rude - polite; necessity - luxury; precious - worthless; cowardly - courageous; feeble - strong; moist - arid; agony - ecstasy; amateur - professional; poverty - wealth.

R. Rewriting Ads Using Antonyms. Ask the children to look for interesting ads in magazines or newspapers that contain many descriptive words. Each child should either think of antonyms for these words or find the antonyms in a dictionary or a thesaurus. Rewrite the ad using the antonyms. When they have finished, students can create posters.


The Tiring Drink
It produces a thirst...
It tastes repulsive...
LESS COLA

S. Backwards! (1) Choose a child to read from the text. Every time he comes to a word that has an opposite, he must read the opposite or lose his turn, e.g., The rain fell down - the rain rose up. (2) Whoever successfully reads the most lines is the winner.

271. Adapt activities listed under Skill 270.

272.

A. The teacher mentions a category of items. Example: robin, jay, wren, sparrow - birds.
Some further suggestions: tulip, rose, daisy - flowers
red, blue, green - colors
round, square, triangle - shapes
dog, cat, bird - pets
coat, dress, pants - clothes
chair, table, bed - furniture
Lancaster, Washington, New York - cities

B. Teacher writes headings on the board. Example: Tools, Toys, and Foods. Collect a number of picture cards* that correspond to those headings. Hold up picture card and ask pupil under which heading the picture belongs. Place picture under correct heading and continue until all cards are used.

* Key Text, and Keys To Reading have cards to accompany those series and will be useful for this activity.

C. Arrange with media specialist for a learning station to be set up in the Media Center. Small groups may be sent to listen to a teaching tape and complete an accompanying response booklet. A post test may be administered in the classroom. Examples of such tapes are:

1. Cupboard Full of Words
   Media Materials, Inc.

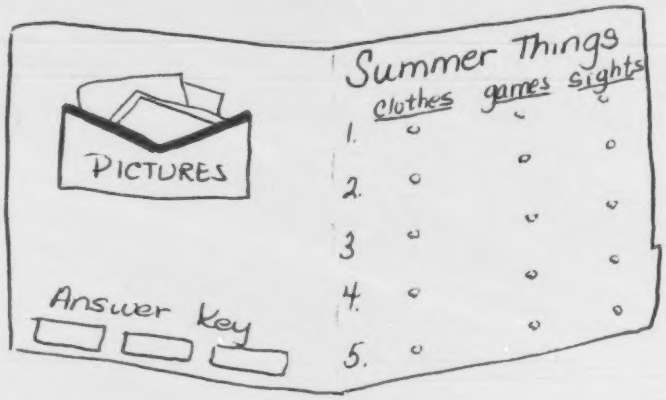
2. Closet Full of Words
   Media Materials, Inc.

273.

A. Messy Bessy. Prepare a ditto of Messy Bessy's room. Each child will need a red, blue, and green crayon. After the children see the ditto, tape or read the following directions.

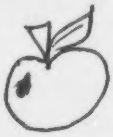
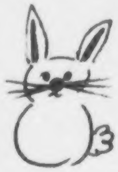
> This is Messy Bessy's room. She needs help to clean her room.
> Draw a red circle around the things that should go in her closet.
> Draw a blue circle around things that should go on her shelf.
> Draw a green circle around things that should go in her toy box.
> (See illustration at the end of the activities for Skill 273 - page 140.)

B. Folder Game. On the inside of a manila folder make three columns. Head each column with a category such as things to eat, things to wear, animals, transportation, or jobs. Glue velcro or magnetic tape under the headings and have the child place the correct picture under each heading.

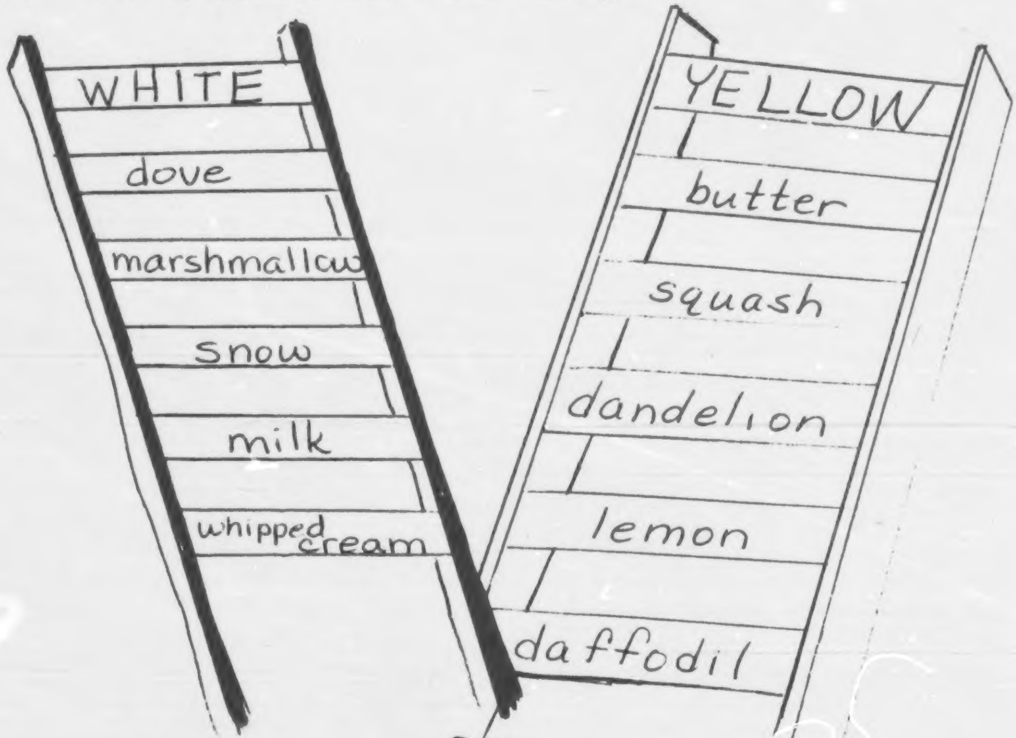


C. Hanger Mobiles. Place a heading on each hanger. Have the children find or draw pictures that belong to that heading. The children can attach their pictures with string.

D. Describe Objects. Mount a picture on tagboard leaving space for questions. Laminate the tagboard. The child then writes his answers to the following questions in crayon.

OBJECT	How does it look?	How does it taste?	How does it smell?	How does it feel?	What can it do?
	red shiny	good sour		solid	be eaten
	soft fuzzy		like a cat	soft warm	hop

E. Create a Color Ladder. Classify words according to categories. Draw a ladder with a color word at the top. Have the children list anything that can be associated with that color on cards to be inserted on the ladder. (The cards can be mounted with picture mounts.) As a secondary activity the child can take all the cards and regroup them under a new heading.


WHITE
dove
marshmallow
snow
milk
whipped cream
YELLOW
butter
squash
dandelion
lemon
daffodil

F. Birds of a Feather........Flock Together.
Material: poster board
40 poster board circles with small pictures of assorted objects
8 blank circles pasted on the board
egg timer

Directions: Place five picture circles on each circle pasted on the playing board. Taking turns, each player selects two cards and turns them right-side-up. He has one minute to think and name two similiarities and a category in which both objects could be found. If he is correct, he keeps the cards. If he is incorrect he replaces the cards on the game board. The player with the most cards wins.

G. Prepare a list of words and have the students decide upon the categories into which all the words must fit. Example: beg, plead, ditch, music, demanding, clarinet, lane, subway, tunnel, aisle, pass, corridor, saxophone, wheedle, telegraph set, crossword puzzle, tuba, hallway, channel, typewriter, accordion, jewel box, tunnel, solicit, highway, implore, pipeline, canal, nag, avenue, beseech, entreat, coaxing, safe, trail, causeway.

H. Categories. Have the children name five or six categories. Then select a five letter word. Build a graph listing the categories on the left side of the chart and the five letters of the word across the top of the chart. Each player must fill in the boxes in each category using the letter at the top of the column as the beginning letter of the word.

	H	A	N	D	S
FRUITS					
TREES					
FLOWERS					
TOOLS					
ANIMALS					

I. Use the dictionary to sort the following colors into their proper group: sepia, verdant, canary, ruddy, ginger, pink, rubicund, copper, burgundy, azure, fern, ebony, cream, ocher, lilac, emerald, puce, cerise, lapis-lazuli, topaz, garnet, turquoise, mauve, violet, beige, rust, salmon, rose, pearl, kelly, fuchsia, orchid, indigo, umber, forest, charcoal, gold, nile, amethyst, ruby, amber, coral, heliotrope, ecru, scarlet, moss, sienna, melon, teal, lemon, lime, eggshell, plum, brick, chartreuse, vermilion, periwinkle, alabaster, lavender, maroon, sapphire, avocado, wine, ivory, magenta, aqua, mustard, straw, navy, cocoa, tan.
GROUP NAMES: Reds and pinks, greens, blues, purples, browns, blacks, yellows, off-whites.

J. Attached sheet, page 135

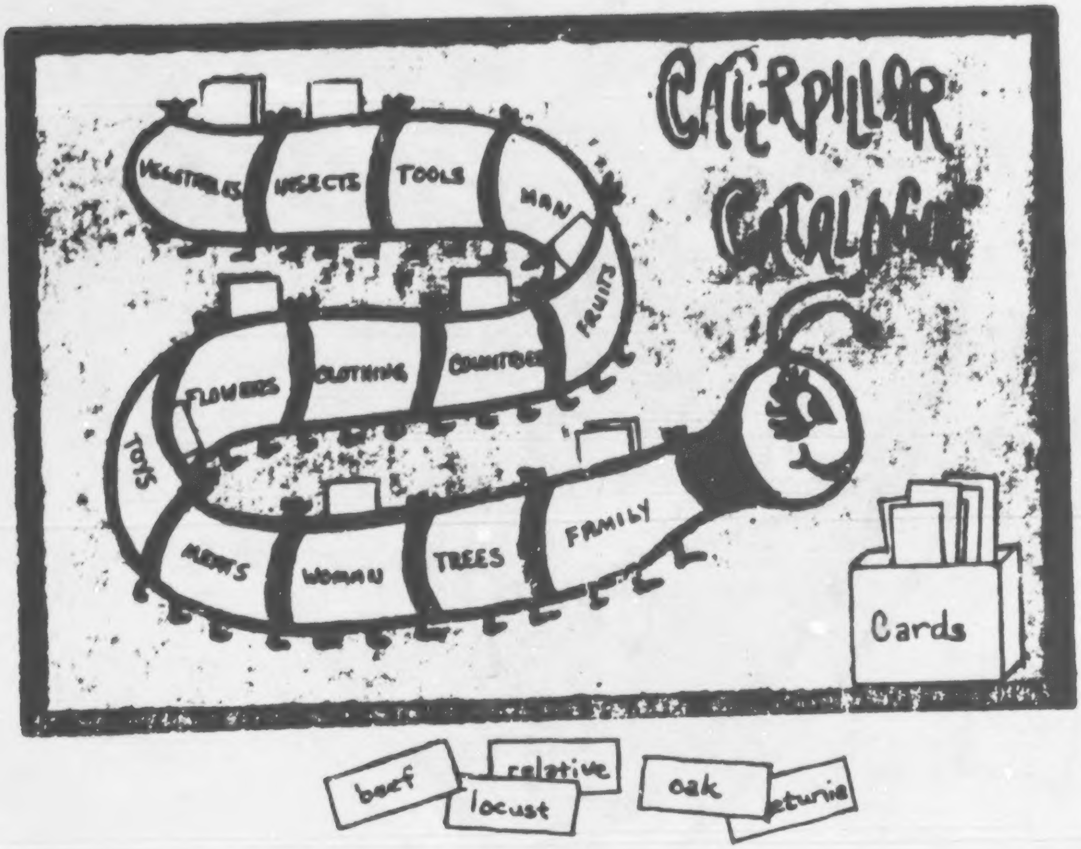
K. Attached sheet, page 136

L. Attached sheet, page 137

M. Attached sheet, page 138

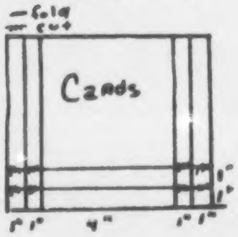
N. Attached sheet, page 139

J.


CATERPILLAR
CATALOGUE
VEGETABLES
INSECTS
TOOLS
MAN
FRUITS
COUNTRIES
CLOTHING
FLOWERS
TOYS
MEATS
WOMAN
TREES
FAMILY
Cards
beef
relative
locust
oak
etunia

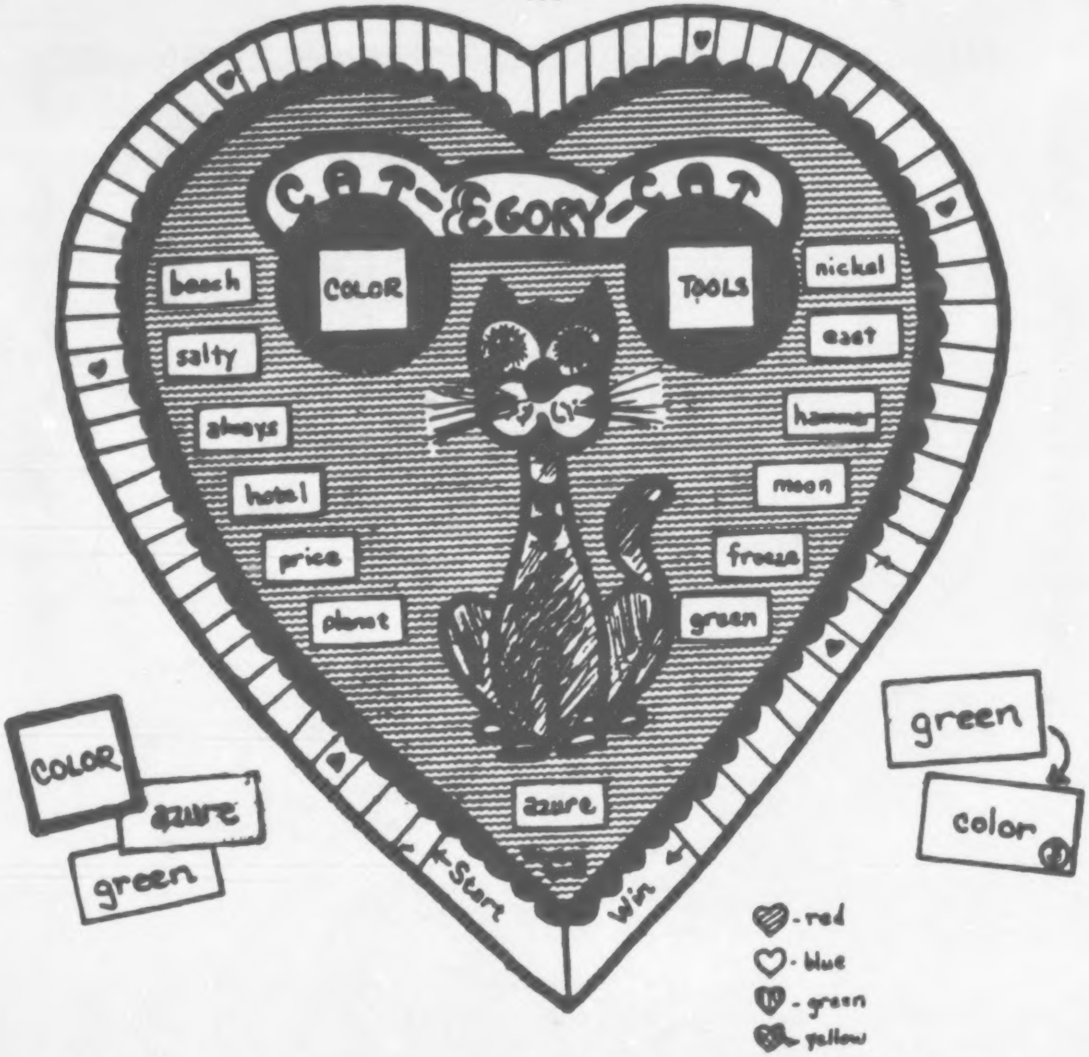
Materials: 22" x 28" poster board (2 sheets)
78 2" x 4" oaktag cards (6 for each category)
8" x 8" piece of poster board
clear contact paper
razor blade

Directions: Cut out the large caterpillar from one sheet of poster board and glue only the bottom edge of his body to the large base board (the other sheet of poster board). Illustrate the board (without the "cards" box) and cover with contact paper. Use a razor blade to make 3" slits for card insertions. Rule off the 8" x 8" piece of poster board as illustrated, cover with contact paper, cut and fold to form the card holder. The holder is attached to the board with staples or brass fasteners.


fold
cut
Cards
1"
1"
1" 1"
4"
1" 1"

(Picture of Game from "Comprehension Joy")

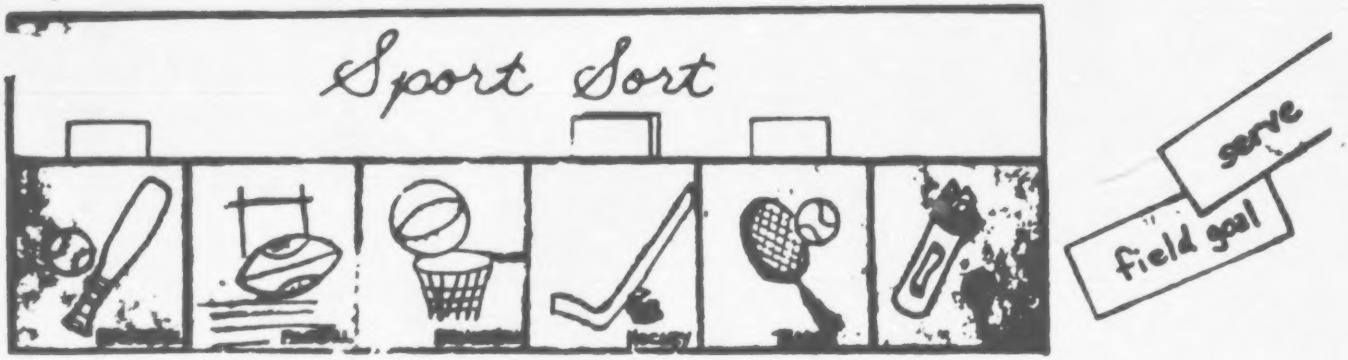
K.


CAT-EGORY-CAT
COLOR
TOOLS
beach
salty
always
hotel
price
planet
nickel
east
hammer
moon
freeze
green
azure
Start
Win
COLOR
azure
green
green
color
- red
- blue
- green
- yellow

Materials: cut a heart-shaped board from 22" x 28" poster board
40 3" x 3" red category cards
80 2" x 3" white oaktag cards
4 1" diameter hearts for place markers

Directions: Sketch the playing "heart" as illustrated above, gluing blank red cards inside the two circles and blank white cards around the cat. Using the category list given in the reference section, make up 40 category cards (two of each) and the 80 specific example cards (four for each category). The specific example cards (see: "green" above) have the category printed on the back side for self-correction and a point score. Place stacks of cards face up on the board as shown. In turn players select one of the two categories and may pick up as many cards as they can find which exemplify that category. Points on the card backs are added for a score and the player moves that number of spaces on the board; if he stops on a heart, he receives an extra turn.

(Picture of Game from "Comprehension Joy")



BASEBALL

fly ball
pitcher
strike 3
bunt
a homer
ball one
double play
hits
foul ball
runs
errors
catcher
batter
batting average
dugout
grounder
World Series
shortstop
man on base

BASKETBALL

goal
free throw
guard
center
forward
the key
dribble
back court
pass
foul
backboard
net
hoop
center jump
tripping
Division Line
gym shoes
Free Throw Lane

GOLF

fairway
tee
mashie
hole in one
ace
course
birdie
woods
irons
hazard
water hole
sand trap
British Open
clubs
putter
14 clubs
grassy course
green
18 holes

TENNIS

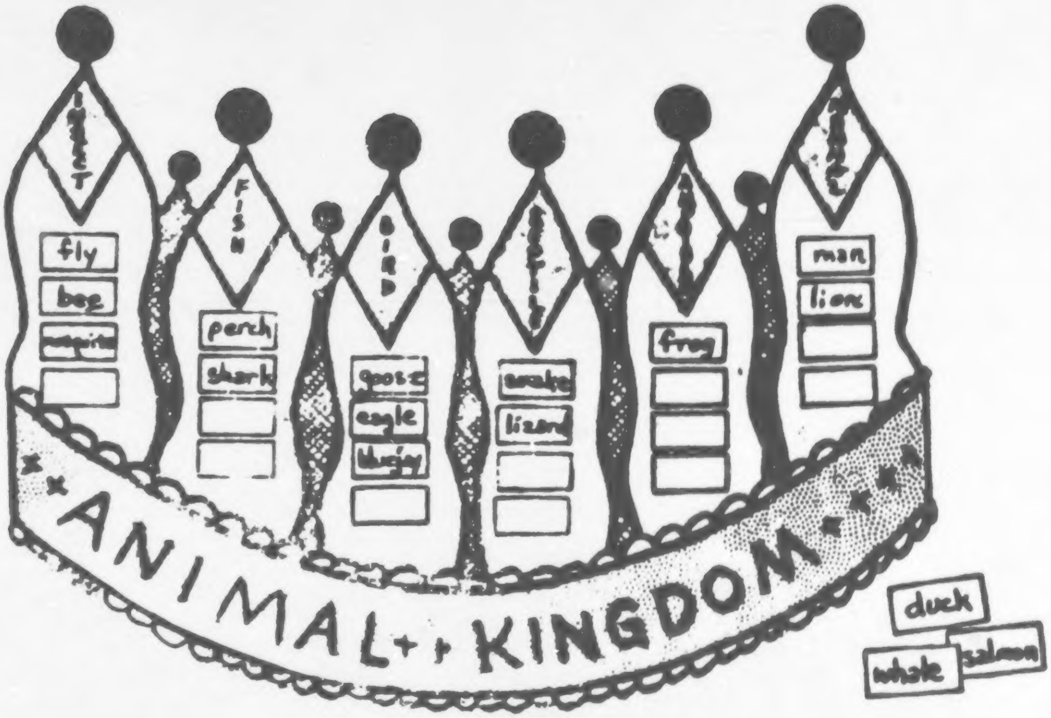
net
service court
racket
serve
volley
30 love
offside
back hand
sun visor
doubles
singles
Wimbledon
a set
fore court
back court
service line

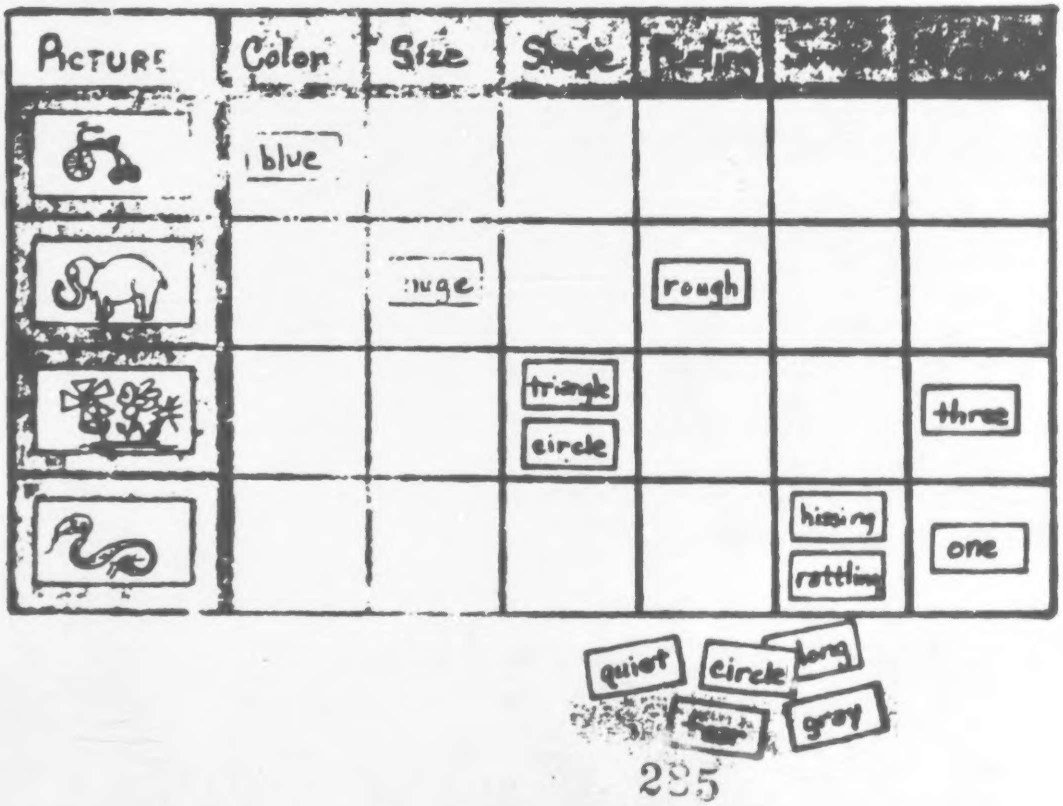
FOOTBALL

fumble
offside
guard
tackle
quarterback
touchdown
point after touchdown
safety
forward
pass
rushing
kick off
downs
yard lines
Rose Bowl

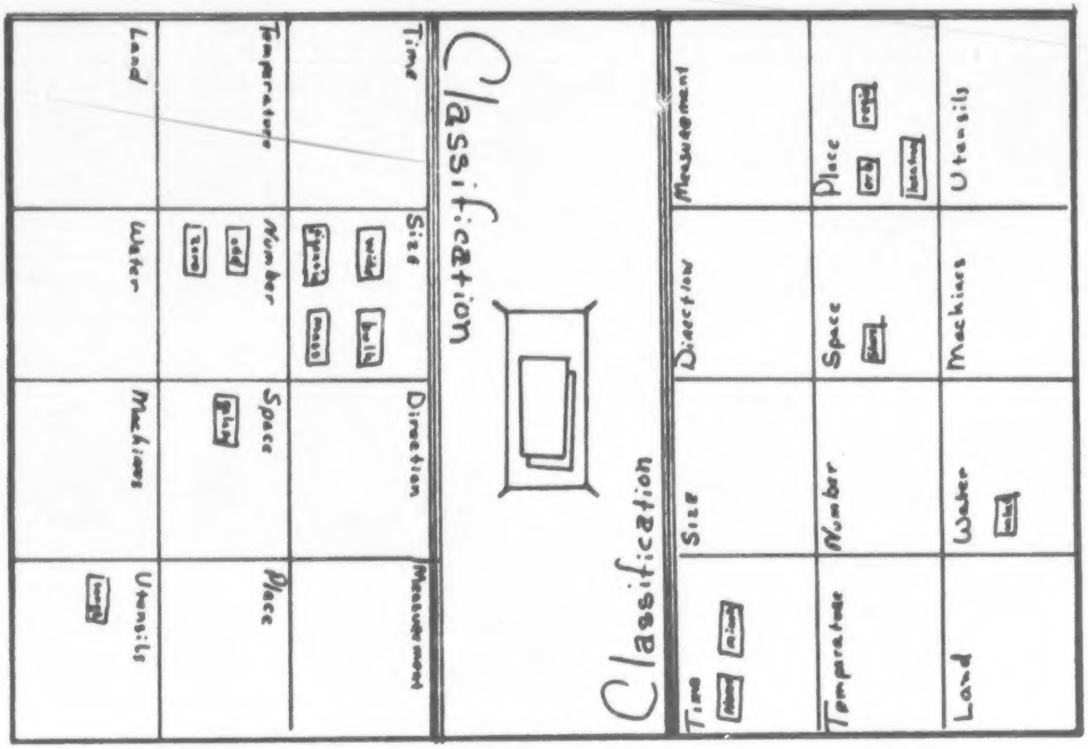
HOCKEY

slashing
puck
goalie
defense man
stick
skates
penalty box
blue line
ice rink
Stanley Cup
NHL
face-off
squad
penalty shot
3 periods


INSECT
FISH
BIRD
fly
bee
mosquito
perch
shark
goose
eagle
bluejay
snake
lizard
frog
man
lion
ANIMAL KINGDOM
duck
whale
salmon


Picture
Color
Size
Shape
blue
huge
rough
triangle
circle
three
hissing
rattling
one
quiet
circle
long
gray

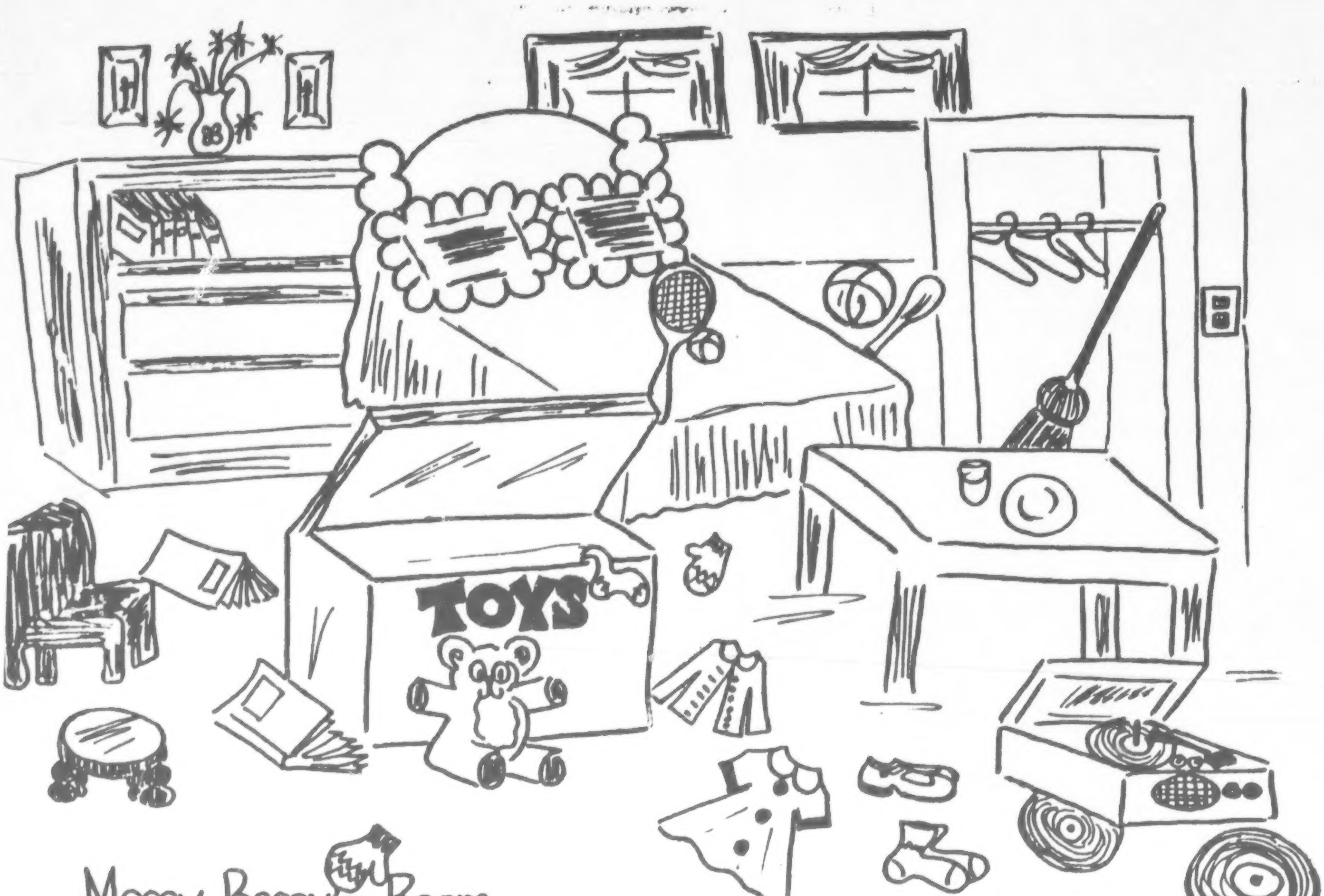
N.


Classification
Time
Size
Direction
Measurement
Temperature
Number
Space
Place
Land
Water
Machines
Utensils
wide
bulk
gigantic
mass
odd
zero
Classification
Measurement
Direction
Size
Time
Place
Space
Number
Temperature
Utensils
Machines
Water
Land

Materials: 22" x 28" piece of poster board
water-base magic markers
120 2" x 1" oaktag playing cards

Directions: Select any categories desired or use the categories shown above. Print ten cards which can be sorted into each category. The cards are shuffled and placed in the center of the board. One player sits on each side and they take turns drawing a card, reading the word aloud, and placing it in the correct category on their side. If a player recognizes that his opponent has incorrectly placed a card, he wins the card. The first player to have four or more cards in each of his categories wins. If a category is filled with four cards and the player draws another for that category, he must place the card on the bottom of the stack.

A. Illustration of Skill 273 - A.



Messy Bessy's Room

274.

A. Draw It. The teacher displays several sentence strips on the chalkboard. Key words are underlined. Example:

The little dog has a bone.
I live in a red house.
She signed out a new book from the library.

The children or teacher read the sentences. Then the children are given paper and crayons. Children draw pictures to represent underlined words. The children's drawings and the related sentence strips can be displayed in the classroom.

B. Three of a Kind. Children may choose words from the Word Bank to complete these phrases:

1. red, white, and ___________
2. sun, moon and ________
3. ready, set, __________
4. hop, skip, and ______________

WORD BANK
go
stars
jump
blue

C. Meaningful Sentences. The teacher displays incomplete sentences.

Example: The cat felt __________________.
Then the cat saw a ______________ and a _______________.

Clues: boy, sad, girl

The children are given finger paint and paper to paint the correct choice of words on the paper. The children hold up their papers for all to see and for checking. The children scribble out their responses and get ready for the next set of sentences.

D. Will You Join Me? Teacher writes phrases on board and pupils must complete them by using the word bank to find the correct word. Example:

happy ___________
paper and ___________
____________night

WORD BANK
birthday
day
pencil

E. Climb the Ladder Game. Draw two ladders with the same number of rungs on the board. Divide the class into two teams. Ask the first member of one team to tell the meaning of the word after the teacher has read it in the context of a sentence. If he answers correctly, he has climbed one rung up the ladder for his team. Alternate from one member on one team to another member on the other team in asking the meanings for the words. The team that climbs successfully first to the top of the ladder is the winner.

F. Watch the Signs! On 2" x 10" poster board strips write sentences using words descriptive of signs found in a child's environment. Leave a blank where the word should be placed. Laminate.

Examples: We left the theater by going through the door marked (exit).
(Stop) and look before you cross the street.

2" x 3" laminated word cards can be used for this step of the game to fill in the blanks. Some common signs found in a child's environment might include some of the following:

walk
children playing
keep off the grass
caution
slow
do not enter
step down
watch for children
danger
out

G. Naming Occupations. After explaining the meaning of the word occupation, continue with lists of occupations such as the following with the purpose of introducing new words to the children.

One who helps people get well is called a (doctor, physician).
One who helps animals get well is called a (veterinarian).
One who acts is called an (actor or actress).
One who tells jokes for pay..........(comedian).
One who studies the stars............(astronomer).
One who takes pictures with a camera..........(photographer).

H. Arrange with the media specialist for a learning station to be set up in the Media Center. Small groups may be sent to listen to a teaching tape and complete an accompanying worksheet. An example:

Steffenlake and the Treasure Stone.
Media Materials, Inc.

I. Private Eye. (1) Each player brings to class a new word written in a descriptive sentence or paragraph. The class is divided into two teams. The first player on Team 1 clearly pronounces his new word such as "Frogs and salamanders are amphibians." The second, third, and fourth players on Team 1 are private eyes and, in turn, attempt to determine the meaning of the word. Each player can make only one guess. If one of them is correct, Team 1 receives 1 point. (2) Player on the two teams alternate reading sentence or paragraphs. In each case the three players sitting next in line behind the reader are private eyes. The team with the most points wins.

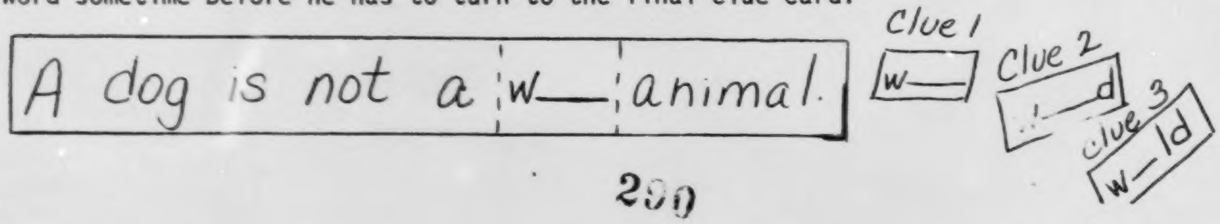
J. Duplicate copies of the paragraph below or one that is similar.

Get to ______ early Friday night, because ______ morning we're coming for ________ at seven. You need to bring your _________ and a __________ for swimming.

There'll be ______________ to eat. Jane is bringing hot dogs and Sam has bought two dozen ___________. You should bring ________ and _______ for the hot dogs. Amy will carry the ___________ in her ice chest.

You might need your ___________ for playing softball, and we might try some touch _________ on the beach.

K. Print the sentence on a 3" x 12" card, giving the consonant letters only for one of the words. Staple either two or three 2" x 2" squares over the "consonant clue" word. On the top card, print only the beginning letter; on the second card, give the ending consonant letter. The child or group tries to guess the missing word sometime before he has to turn to the final clue card.



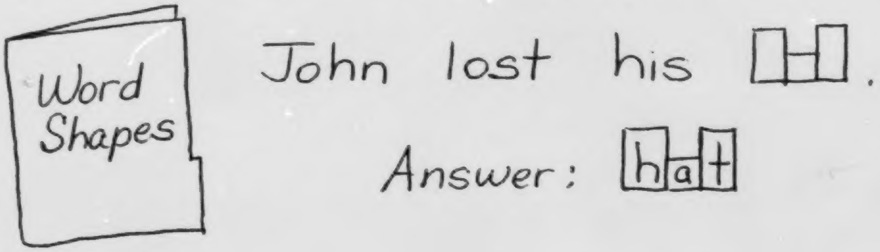
L. Prepare sentences containing a nonsense word. Write or underline the word in red. (1) I saw a molacious tiger rushing at me. (2) The smuppler slithered through the grass, rattling his tail. (3) A huge pile of soup cans came garushing down on the lady. Show each sentence to the class, and let the students suggest meanings for the nonsense word. VARIATIONS: (1) Use real words that are new to the students: The buccaneers roamed the high seas, stealing from ships of many nations.

M. Blow the Whistle. Instruct the children to listen carefully as you call out a series of words or the beginning of titles, etc. Before you blow your whistle, they must add the word that completes the line. In case of a tie or doubt about who answered first, a runoff should be held. The Star Spangled ______________; Red, White, and _________; Hook, Line and _____________; I pledge ____________ to the flag; Once upon a _________.

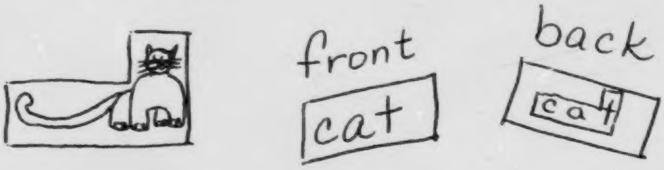
N. Have the children select a word from the dictionary that they think the other students won't know. Have them create a series of sentences that gradually reveal more information about the word. The student tries to make sure that by his last sentence, everyone in the room will know the meaning of the word. Example: Gorevan (a Persian rug) (1) The gorevan added much to the decor of the room. (2) Its colors were such that your eye was immediately drawn to the center of the room. (3) The other furnishings in the room were also of Persian influence. (4) Somehow I just wanted to stretch out on the floor to see its beauty up close.

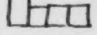
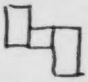
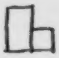
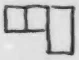
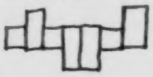
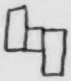
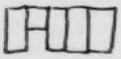
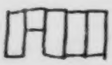
275.

A. Use a manila folder and put in sentences such as the example below:



B. Draw pictures in the configuration of a word. Have the child spell or match the configuration to the word.



C. Make up a story with missing words. Example: Once upon a  , a little  lost his way.  started to  . Many people looked but no one  . Then the little  saw a  . The  wagged his tail.

276.

A. Roll the Ball. The children sit in a circle with one child in the center. The child in the center says a word (e.g., "cat"). Then he rolls the ball to someone in the circle. The child who receives the ball must say a rhyming word (e.g., "bat") then rolls the ball to another child in the circle. The activity continues until no one can think of any more words to rhyme with "cat." The ball goes back to the person in the center who identifies another word, and the same procedure continues.

B. Riddles. The teacher writes and displays several riddles on chart paper. The children take turns supplying the missing rhyming word or words as the teacher reads the riddles. This is a fun activity to reinforce the rhyming concept and any answer can be acceptable. Let the children enjoy this activity.
Example: I am bright
I shine at night
I am ___________

The children might answer by saying "a light," "a fat knight," "a real sight," etc.

C. The teacher draws a large clock face on a large piece of oaktag. He or she inserts paper clips next to each number on the clock. The teacher announces it's "Rhyme Time," and the game begins. The children sit facing the clock and watch carefully as the teacher inserts a word card next to each number. The children look carefully. The children take turns and remove 2 cards that rhyme from the clock. The game continues until all cards are removed.

D. Refer to activities under Skill 256 and Skill 286.

277.

A. Write a word on the chalkboard. First, let children describe uses of the word. Then ask class to suggest sentences that use the word in different ways. Write these on the board. Example: run

1. I can run quickly.
2. The paint will run.
3. The bus made its first run.
4. Mother got a run in her stocking.
5. Does your watch run too slowly?
6. He gave him a run for his money.

Examples of other words that would lend themselves to this activity are: play, on, well, fall, call, pick.

278.

A. Meanings Galore! Cut at least five 6" x 9" posterboard pieces. On the bottom of each one write a word which has more than one meaning. Examples: band, fly, bat, ball, check. Mount pictures on posterboard rectangle which illustrate the meanings of these words or find an object such as a rubber band or rubber ball. Laminate code objects, picture cards, and master cards for self-checking. Directions to the child: Place the five cards in front of you. Put the objects and pictures on the card which has a word to describe it. Check it yourself. Notice how many different meanings a word can have. Variation: Sentences on strips can be added to each picture or object.

B. Teacher holds up a sentence strip with a word underlined. Teacher also displays corresponding homograph card. Child indicates by number the picture that corresponds with the context of the sentence.
Example: The bark is brown. Answer: Number 1
Other examples of homographs are as follows:

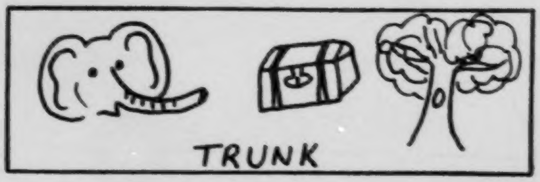
Water well and I feel well
Palm (tree) and palm (hand)
File (nail) and file (cabinet)
Nail (finger) and nail (as with a hammer)
Pen (writing) and pen (animal)
Top (table) and top (toy)

C. Arrange with media specialist for a learning station to be set up in media center. Small groups may be sent to listen to a teaching tape and complete an accompanying worksheet. Example: Two Words in One
Media Materials, Inc.

This lesson introduces student to words having multiple meanings, such as run and set.

279.

A. Provide a list of words with at least two or more meanings. For example: rose, light, trunk, run, back, slip, plate, racket, set. Give students old magazines and a large piece of paper or posterboard. Ask them to use the poster and pictures to illustrate as many meanings of the word as possible.



B. Prepare a matching game with familiar words and their not-so-familiar second definitions. Examples: list - to tilt to one side; callous - hard hearted; bluff - a high cliff; spell - to do someone's job so he can rest; egg - to urge on; tattoo - a call as on a drum, trumpet, or bugle, shortly before taps; hamper - to hold back someone's progress; pine - to yearn for or want very much. Variation: Have the students look for examples!

280.

A. Decorating With Words. Let's take some sentences to decorate.
The fish was swimming in the brook. See how many words the children can use to explain how that brook looks.

The fish was swimming in the ______________ brook.

Other sentences which children might decorate include:

1. The wagon rolled down the __________ hill.
2. The flowers grew in the ____________ garden.
3. Uncle Alex sat on the _______________ chair.
4. She put on her _____________ sweater.

B. Read this poem about people.

A Neighbor Is One

A neighbor is one who lives on your block,
And calls you to play by the time of his clock,
He swings in your tree and skates on your walk,
And likes to play games and to whistle and talk.

A neighbor is one who says, "Come over some time!"
And trades marble balls for a nickel or dime;
He's one who will borrow. He's one who will lend,
He's a person like me. He's a pal. He's a friend.

Discuss likenesses and differences of people using descriptive words. Begin with these possibilities in asking children for words that describe.

These Are Ways People Can Feel

These Are Ways People Can Look

Mount the two headings on a bulletin board with the descriptive words below them. Each day add new words as the children think of them.

281.

A. Have pictures of different athletes or people with varying body builds. Have the children use their dictionaries to match one of the words below with a picture: stocky,obese, paunchy, diminutive, herculean, emaciated (could be a possible bulletin board idea!)

B. Illustrated Words. Give the students a list of words that can be illustrated by using pictures from magazines. Some good examples are: aghast, elliptical, forlorn, populous, scowl, slouch, substantial, tense, timorous, tranquil, truculent, viscid, voluminous.

C. Time Words. Could be defined and illustrated for a scrap book. Examples: decade, centennial, score, milennium, era, century, equinox, eon, annual, epoch, age, dusk moment, dawn, second, intermittent, fortnight, biennial, instantly, presently, ante meridiem, jiffy, instant.

D. Another idea for a scrapbook of definitions and illustrations could be different styles and types of hats: fez, fedora, homburg, cloche, top-hat, kerchief, nightcap, mantilla, tam o' shanter, helmet, turban, skullcap, sou' wester, sombrero, parka, babushka, panama, nightcap, bonnet, tiara, crown, beret, cowl, miter, derby, tricorn, bowler, snood.

E. Portrait of a Killer.

Sargeant Joe Dragnet stared grimly down at the corpse sitting slumped over the blood-soaked typewriter. Slowly, Dragnet turned the man to one side and examined the bullet hole in his head.

"It's just as I figured," said Dragnet, turning to Jingles, his sidekick.

"What's that, Joe?"

"The bullet did it."

"Did what, Joe?"

"It killed him."

"Yeah, he sure looks dead, Joe."

Joe thought for a minute. "Now all we need are some clues. It's important to have clues, Jingles."

"Oh, I see," said Dragnet, pushing the corpse out of the chair and inspecting a piece of paper in the typewriter. "This dead person left us a note. It tells what the murderer looked like. He was a smart victim to do this. After getting his brains blown out, he staggered over to the typewriter and wrote a note."

Picking up the note, Joe Dragnet began to read ....

> Friday, May 13
> To Whom It May Concern:
>
> The person who killed me is a portly young woman with raven, bouffant hair. She had minuscule eyes, an aquilline nose, and a fat, flaccid mouth. The woman uses a vulgar amount of makeup. Her manner of dress is as follows: slovenly sweaters and skirts, ornate eyeglasses, and a plethora of gaudy jewelry.
>
> Finally, let me reveal this woman's name to you before I die. Her name is

"Oh darn," grumbled Joe Dragnet, "the jerk kicked off before he could give us her name."

"Well, at least we have a pretty good description," Jingles smiled, trying to cheer up his pal.

"Yes, that is true, Jingles."

"Hey, I have an idea," said Jingles. "We could have the police artist draw a picture based on this description."

"That is a swell idea, Jingles. Let's go do that," smiled Joe, stuffing the bloody description in his pocket and heading for the door.

Upon arriving at the station, Joe Dragnet and Jingles discovered that the police artist, Victor Van Gunk, was on vacation. Thus, as you'll see, you have to fill in for him.

Directions: In the space provided, draw a picture of the killer. Before doing so, use the glossary to learn the meaning of the underlined words in the victim's description. (Your drawing doesn't have to be blue-ribbon art. However, your drawing will test your attention to details and your understanding of the meaning of all the key words in the description.)

282.

A. Animal Dictionary. Have the students make illustrated dictionaries devoted to animal words and phrases. You might see who can get the most or who can be first to get 15 or 20. Once they get the hang of weaseling out of something, horsing around with the rules and hounding the competition, they should go ape in trying to expand the list.

B. Read the Amelia Bedilia books by Peggy Parrish. Amelia is a maid who causes havoc in the household by following the literal meaning of every instruction given to her.

C. Have the students draw pictures of the literal meaning of some of our everyday expressions: chip off the old block; pay through the nose; play second fiddle; between the devil and the deep blue sea; a bone to pick; pull the wool over one's eyes; once in a blue moon; fly the coop; eat humble pie; rain cats and dogs.

283.

A. Complete a book of class definitions such as Loneliness is, school is, spring is, ear is, e.g., Discomfort is .... wearing shoes that do not fit, sitting in a hot room, listening to a boring talk, sleeping on a lumpy mattress.

B. Write metaphoric descriptions of classmates: Robert is a pretzel, a salty boy. Elaine is princess, pretty. David is lemon, so sour. Teresa is a potato chip; she crackles.

C. Have children tour the human body, listing words that have been extended into metaphor, e.g., head of a pin, mouth of a bottle, foot of a mountain, hands of a clock, eye of the potato, leg of the chair, neck of a canyon, spine of a book, ear of corn, teeth of a comb, lip of a pitcher. Have the children choose a metaphor from the examples given and have them illustrate the literal meaning of the metaphor.

D. "If" Metaphor. If my mother were an animal, she would be an intellectual prairie dog. If Laurie were music, she'd be a slow sad song. If my teacher were a taste, she would be sharp and full of changes, like a pickle.

284.

A. Comparison Poems. (Filling in the blanks) " ____________ is like ____________." Thunder is like bowling. Clouds are like a feather.

B. Complete the following comparisons. Say whatever comes into your mind. When you have one you really like, illustrate it! Spaghetti is like, my skin is like, a marshmallow is like, soda is like, veins are like, the letter z is like, sneakers are like.

C. Somewhere Over the Rainbow. Complete the following comparisons: Chartreuse is like, amber is like, alabaster is like, sienna is like, sepia is like. e.g., Black is like King Kong in an underground cave at midnight.

285.

A. Portmanteau Words - blends of 2 existing words - are constantly being coined. Shamateurs = athletes who compete as amateurs but are actually professionals. Sham - false and amateur. Have the students identify the two words that were combined to form: snowmobile, cablegram, splatter, vegeburger, guesstimate, Eurasia, splotch, brunch, splurge, dumbfound, smog, hotel.

B. Have the students create some original portmanteau words. e.g., ten-speed and bicycle - tencycle.

C. Have the students try to make up definitions for nonsensical compound words such as: snapperhamper, fruitsnoot, rooffood.

D. Try the reverse of Act. #3. Have the students make up their own nonsensical compound word and write the definition.

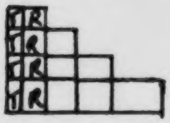
E. After reading Lewis Carroll's "Jabberwocky," have the students make up their own completely nonsensical words. They might even enjoy writing their own poems using the words: e.g., There stood the homoluminous doctor with his nego in front of the thirslte wherb and asked for a pizoodal. The waiter said, "I'll look in the funden." He could not find the pizoodal and went back, "No more pizoodals," he said angrily, so he egolately pondled out.

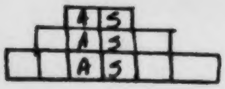
286.

A. Make word wheels from oaktag. Obtain egg timer. Have a child make as many words as he/she can before the timer runs out.

B. Cover cardboard box with contact paper. Attach rhyming pictures to outside of box. Put several items that have rhyming elements into box. Have child select one item from box and identify it. Child writes as many words as he/she can that rhyme with that item. Child gets two points for each rhyming word given.

C. Complete the Pyramid. Make pyramids such as the following:





Have child complete the pyramids.

287.

A. Toy-Time Team Game. Have a child draw or cut out pictures of toys. Divide children into teams. Hold up one toy picture at a time. Each time toy name is spelled correctly, team is given the picture. Team having most toys wins.

B. Touch and Spell. Collect variety of objects such as: ball, book, pen, pencil, marble, box, bag, spoon, fork, knife, and comb. Blindfold one child. Hand him/her one of the objects. If child cannot identify it he/she says "I pass" and loses his/her turn. If child can identify it, he/she returns it before uncovering his/her eyes. Child goes to chalkboard, draws a picture, and spells the name of the object. Child is given one point for correct picture and two points for correct spelling.

C. Topsy-Turvy Toys. Have each child scramble the name of his/her favorite toy and write it on a piece of paper. Place slips of paper in paper bag. Pull ten or twelve slips from bag and copy them on chalkboard. Have children unscramble as many as they can, writing them on a piece of paper. VARIATION: Grab Bag. Using same slips of paper, each child draws slip of paper from bag, unscrambles word, pronounces it, and spells it.

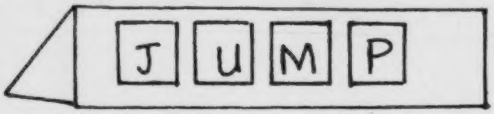
288.

A. Divide the class into teams for a spelling relay. The first member holds the chalk. A word is pronounced. The first student on the relay team goes to the board and writes first letter and passes the chalk to the second player who writes the second letter, etc. If a pupil makes an error, he is not permitted to pass on the chalk. The first team to spell the word correctly, gets one point. Several good spellers can check on teams. The first letter of the next word is pronounced by the student behind the one who finished the preceding word.

B. Spelling Train. Choose child to be engineer of a spelling train. Child stands and spells any word of his/her choice. The next child spells a word that begins with the last letter of the first word. The players join hands. Continue until child cannot add a word. Then a new train is begun. Object is to see who can make the longest train.

C. Divide class into equal groups. Give each group a set of alphabet cards. Each set of alphabet cards should contain a duplicate card for each vowel. Each group selects leader. Object is to see which group can spell the next words within a given time. Have one scorekeeper for every two groups. Words are spelled by group leader. Each word correctly spelled counts one point.

D. Set 'Em Up. Have children make paper racks. Give them letter cards. Say a word. Children spell it on their paper racks.



E. Rumplestiltskin. Have children find as many words as they can in the word, Rumplestiltskin. For variation substitute original word for appropriate season or holiday.

F. Pitch-A-Word. Have child call out a word (pitch a word). He/she then spells word: tree, T-R-E-E. Child calls on another student who "catches" the word and spells back the first word he/she thought of when the "pitch" was heard. He then becomes pitcher. Example: tree - leaf, L-E-A-F.

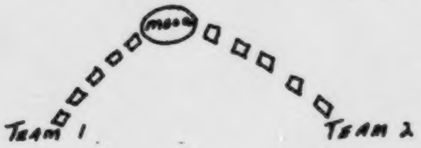
289.

A. Traveler. Child designated "traveler" takes his/her place in front of class and says, "I am on my way." Class asks, "What do you have in your traveling bag?" The traveler answers, "Plenty of words." Class pronounces words which traveler must spell correctly or "go home." Child who pronounces word which traveler cannot spell must spell word correctly. He may then take traveler's place.

B. Child makes as many two-letter, three-letter, four-letter words as he can, using letters in the box.

C	T	U
M	A	G
P	S	E

C. Race to the Moon. Make following on chalkboard.



Give each team a paper rocket. Pronounce word to each team alternately. Teams move one space closer to moon with each correctly spelled word. If word is misspelled opposing team has opportunity to spell word and move ahead one space.

290.

A. Have your students cut and paste their spelling words. After writing down a list of their spelling words in alphabetical order, the students browse through old newspapers and magazines to recreate each word "in print." If they're lucky they'll come up with whole words; otherwise they'll be looking for individual letters and piecing words together, becoming more aware of the letters involved as they search and more aware of the letter order as they assemble words.

B. Hide Your Words. On plain white paper the students draw all their words in crayon - large letters, tiny letters, fat round words and skinny ones - and then surround the words with colors in a free-flowing abstract. The original thought was, as the title indicates, to hide the words in the design. But some kids will use the design to embellish and emphasize the words - which makes an end product that's much more useful as a spelling reference tool.

C. Put together a spelling collage. Write spelling lists in hand. Students look through magazines for pictures to represent each word. Pictures are cut out, pasted on paper in an arrangement that suits the speller/artist, and then each picture, or collage element, is labeled with the appropriate spelling word.

D. To get students used to seeing spelling words in their correct form, casually tape up a few critical words around the room, write a word on the chalkboard when it isn't spelling time; provide a short commercial break for the word "receive" in the style of "Sesame Street." And there is fun in creating mnemonic phrases. Treating a spelling word as an acronym for something longer. e.g., Mona Never Eats Marshmallows Or Noodles In Class - which may just be harder to remember than the spelling of the word.

E. Spelling Collage. Children look through magazines for pictures to represent each word. Pictures are cut and pasted with a label for each word.

F. Billboard. Children study their words and try to come up with advertisements or products. Perhaps a word like butterfly or satellite can become a product for sale. The text of the ad for the satellite should include as many of the spelling words as possible. Add an illustration in the promotional mood and the billboard is ready for display.

G. Spelling Practice Activities. Make giant lollipops and laminate them. Each one should include the sentence: These are the spelling words you must "lick." Use a grease pen to write troublesome words for each child. When the child learns the words listed, he or she can erase them.

H. Poor Speller of the World, Unite! These charts, enlarged and placed at strategic spots might create discussion of correct spelling of words. (See activity sheet following Skill 291.)

I. Wordo. Provide students with a dittoed game board like the following:

W	O	R	D	O

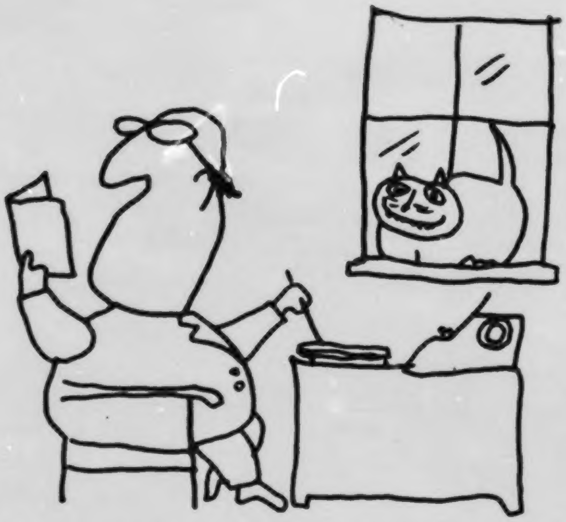
Wordo - continued.
The teacher has a predetermined list of 25 words. Tell the students the first letter of each word, and they place it at random in a box until all the boxes are filled. The game begins when the teacher calls a word from the list. Child finds a box that contains the first letter of the called word, and writes the word in the box. The game is over when one child correctly spells five consecutive words. (See activity sheets following Skill 291).

J. Spelling Race. Teacher prepares two sets of alphabet cards, each set containing two cards for each letter of the alphabet (52 cards per set). Prepare a list of suitable spelling words. Divide the class into two teams. Line up each team, one player behind the next. Place a chair about 15 feet in front of each team. Place one set of spelling words on each chair. Pronounce a spelling word and state how many letters it contains. If it contains 7 letters, the first seven people will to to the chair and select cards. They arrange themselves in proper order to spell the word. Which ever team arranges the letters correctly gets a point. These players go to the end of the line and the next group of players gets to spell a word. The team with the most points wins.

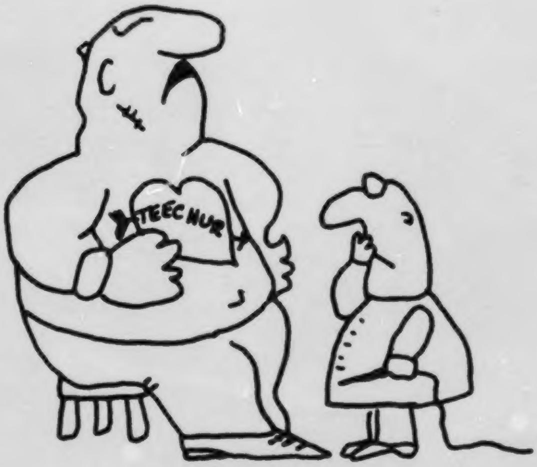
291.

A. Take a spelling survey in your neighborhood. Use the following question as your guide for the interview: (1) What words do you find difficult to spell? (2) Why do you think these words give you trouble? (3) Do you have any tricks to help you spell words (not just the words you've mentioned)? (4) Why do you think people misspell words?

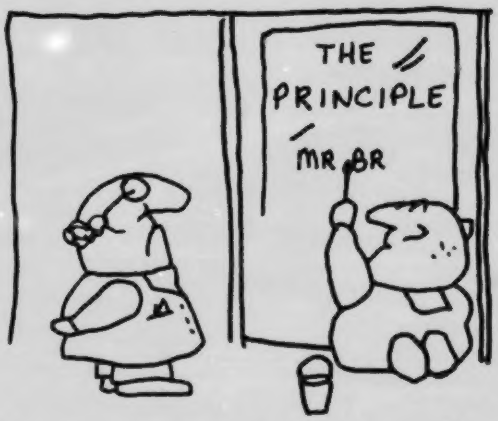
B. Have the students collect and analyze their own spelling mistakes over a period of weeks. By studying the various misspellings, students may discover some patterns and also speculate on the reasons for making errors: the problems of silent letters, sound-alike letters, doubling letters and dropping letter (when to), and a host of foreign-language enrichments such as "eau."



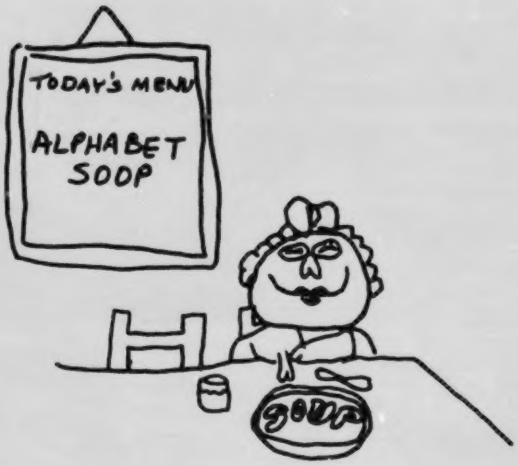
Ay skollar righting ay dickshunairee four chilldrun musst paws tue lewk uhp thee wirds.



This tattwo eartist shood half yoused a dickshunairee. Knou hee reely haz sumthing tue ghet ough hiz chesst.


THE
PRINCIPLE
MR BR

Hear izz ay panetor paneting ay knew seyen four thee prinzapul's dhore. Mstr. Broun seams konserned.


TODAY'S MENU
ALPHABET
SOOP

Ay littal gearl izz eeting hur favourit meel en thee scool calfiteareea. Shee izz ay briet littal gearl.

C. Spelling Lists

1. September Words

decidous
autumn
September
equinox
quaterback
stadium
penalty
guard
violation
tackle
referee
hemlock
chestnut
linden
walnut
gingko
weeping willow
mulberry
birch
spruce
cedar
catalpa
mimosa
dogwood
fir

2. Spelling Horrors or "This is the Season of the Witch"

frighten
panic
haunted
terror
petrify
appalling
dreadful
tremble
hideous
ghoulish
gruesome
macabre
sinister
ominous
cauldron
poltergeist
Frankenstein
cyclops
horror
ogre
corpse
phantom
sorcery
doom
mysterious
alarming
suspicious
shadow
jittery
apparition
ghouls
pranks
cemetery
werewolf
vampire
Halloween
minotaur
coffin
terror
gorilla
demon
goblin
gargoyle
shrieks
eerie
jack-o-lantern
skeletons
costumes
graveyard
screams
spooky
musty
howls
laboratory
blood-curdling

3. Thanksgiving Words

Thanksgiving
Indian
succatash
cranberries
sauce
occasion
venison
Pilgrims
cornucopia
plentiful
appreciation
abundance
delectable
gratitude
feast
bountiful
holiday
peacefully
delicious
vegetables
celebrate
raisins
aroma
savory
succulent
ritual
appetite
devour
edible
gastronomy
poultry
entree'
nourishment
gorge

4. Tis the Season to be Jolly!

poinsettia
creche
Nativity
manger
resolution
mistletoe
rehearse
menorah
peppermint
bough
Hanukkah or Chanukah
wassail
carolers
pinata
frankihcense
myrrh
custom
bustle
wreath
St. Nicholas
evergreen
Christmas
shepherds
sleigh
Santa Claus
reindeer
Bethlehem
ornament
peace
Noel
tinsel
yuletide
Rudolph
Scrooge
Magi

5. January Words

icicle
snowflake
precipitation
slush
hibernation
blustery
numb
chilly
frostbitten
January
sleet
wintery
scarves
overcast
doldrums
cozy
chattering
temperature
frigid
blizzard
glacier
snowbound
avalanche

6. February Words

sweetheart
beau
Valentine
amethyst
Washington
Lincoln
cherry
Presidents' Day
Groundhog Day (Feb. 2)
Susan B. Anthony Day (Feb. 15)
leap year
saint
darling

7. St. Patrick's Day

leprechaun
Ireland
shamrock
shillelagh
potatoes
Emerald Isle
colleen
Blarney Stone
Eire
chartreuse
verdant
Erin Go Bragh!
gnome

8. Easter

Easter
crocus
hyacinth
forsythia
tulip
lilies
confections
chocolate
bunnies
resurrection
crucifixion
daffodil
decorated
millinery
chapeau
rabbit

9. Baseball Spelling List

batting average
steal
bullpen
umpire
squeeze play
strike zone
double header
fielder
dugout
clubhouse
league
infielder
foul
ballplayer
stadium
glove
broadcaster
leagues
trainer
locker
athlete
catcher
homer
slugger
manager
pitcher
triple
double
single
error

10. Football Spelling List

tackle
quarterback
halfback
fullback
guard
defense
offense
backfield
forward
stance
scrimmage
lateral
formation
play
official
touchdown
safety
field goal
down
yard line
end zone
helmet
jersey
stadium
penalty
referee
interference
fumble
receive
block
strategy
intercept
punt
kick-off
flanker

292.

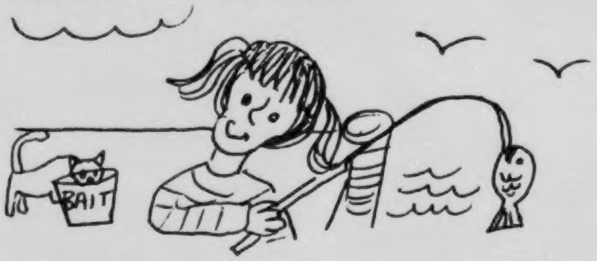
A. Paper Bag Drama. Children listen to a story and make puppets to represent the characters in the story from paper bags, lunch size, and construction paper. When puppets are made, students are ready to perform their play.
Variation: Have children answer questions about what characters did by holding up correct puppet.

B. Children read a story and construct a mobile depicting the story characters. Label each character and attach to mobile.
Variation: Construct book jacket or diorama.

C. Guess Who Is Here? Find pictures of favorite storybook friends. Print character's names on strips of posterboard. Laminate composed simple riddles giving a clue to the identity of each storybook character. Upon learning riddle, have child match name card with appropriate picture of storybook friend.

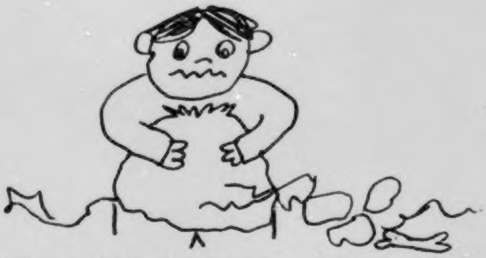
293.

A. Make a ditto with four pictures and stories. (Example given below.) The teacher reads each story as the children look at the appropriate picture. If the picture shows all the details in the story, they circle "yes." If it does not show all the details circle "no."



Sally loved to go fishing. She went fishing every time she had a chance. She would often take her dog Wags with her. He liked to play in the water while Sally fished. One day Wags found a toy boat. He took it to Sally and she took the toy boat home.

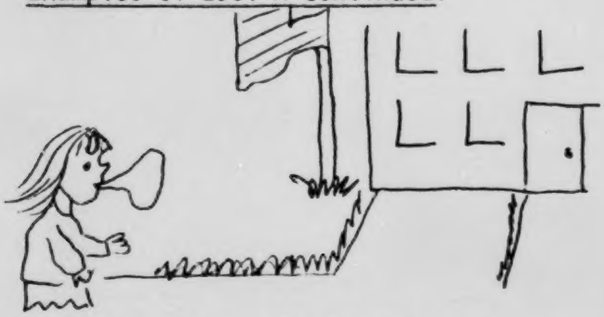
yes no



Rufus hated to do his chores. One chore was taking out the garbage. One day Rufus decided that he would surprise his mother and take out the garbage.
He put all the garbage in a bag and started walking outside with the bag. Believe it or not the bag broke and garbage was everywhere. His mother was really surprised.

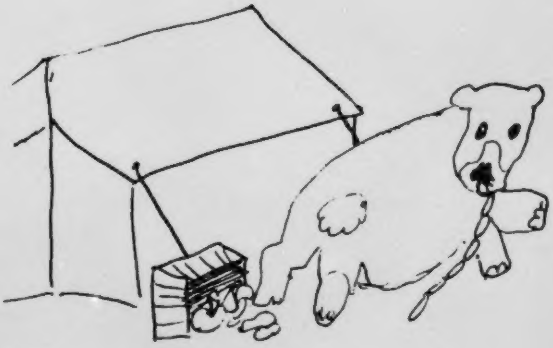
yes no

Examples of 293. A continued.



Linda acts silly when she has bubble gum. Every day on her way to school she chews a piece of gum. Linda does not like to chew gum, but she really likes to blow bubbles.

yes no



Brownie was looking for food. Soon he came to a strange place. Good smells were coming from a box. He tipped the box over and out came food. Brownie was going to have a good dinner. Suddenly, Brownie heard a noise. He grabbed some hot dogs and started running.

yes no

294.

A Illustrate objects that will be the basis for details to be remembered from a selected reading. Discuss the objects prior to reading the selection. After the story is read, point to an object and have the child state one important detail about that object.

B. Prepare sentence strips of relevant and irrelevant facts found in a story. Read the story to the children. After reading the sentence strips, have the children select facts relevant to the story. Since the children are acting in a group, group discussion will help determine relevant and irrelevant items.

C. Prepare a ditto of finger puppets of the characters that appear in a selected story. Have children make the puppets. After reading the story, children answer questions about what each character did. Children respond by picking up the correct finger puppet. Two or more children can be asked to act out a scene that occurred in the story.

D. Story Activities. Tape record four stories; include directions for turning on and off the recorder and what to do next. On cards write details for each story (4-6 details per story). Have the children select the detail cards that go with that story. Cards may be self correcting or an answer key should be provided.
Example: Story #1 A Pet Show

Bob's school had a pet show. Susan brought her cat. Tommy took his bird. Mary carried a dog. Billy came in with his goldfish. Everyone had a good time.
Detail Cards:

Tommy had a pet bird.

Mary took her dog.

Susan has a pet cat.

Billy brought fish.

Bob brought a monkey.

Sally has a pet turtle.

E. Read or tape a story. Have children list three important details from the story and draw one item. An answer key with pictures and details listed could be provided.

Helpful Animals

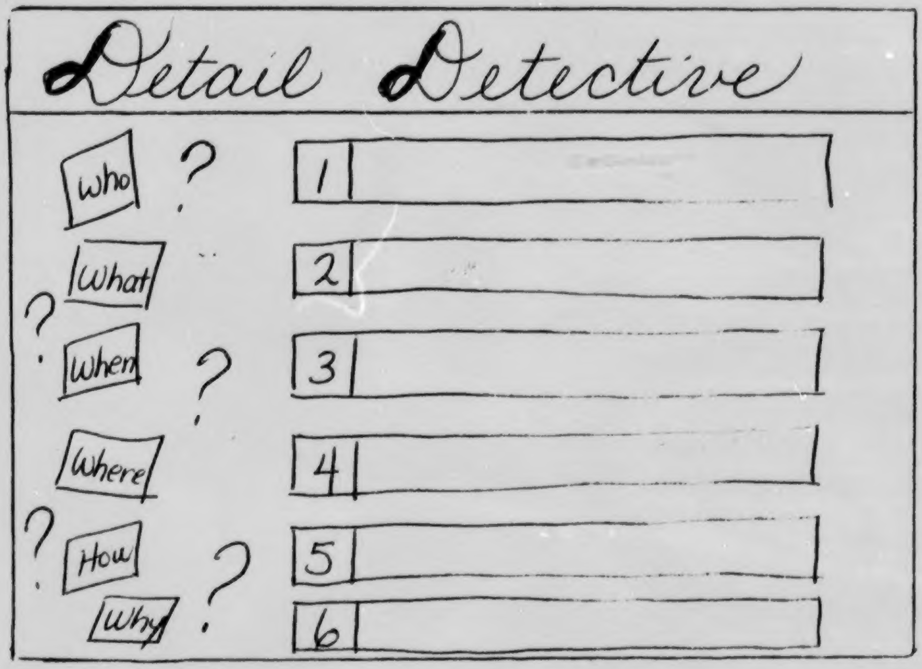
Many animals are helpful to man.
Cows give us milk and meat.
Chickens give us eggs and meat.
Birds and bats eat harmful bugs.
Dogs help keep our homes safe by barking at strangers.
Many other animals help us in other ways.

F. Introduce an individualized reading program based on books from the school library. Comprehension cards provided by such a program will check recall of events read in stories and will also serve as a springboard for further activities which will reinforce comprehencion. Examples:

Bookmate. Paul S. Amidon
Associates, Inc. 1973
Set for Grades 1 and 2
Set for Grades 3 and 4

One-to-One. Junior Edition
Warner Schloat 1972

G.



Teacher prepares: game board from posterboard
2 dice
30 cards

Directions: Make the game board as illustrated on previous page. Make two dice, one with the numbers 1-6 and the other giving the six detail questions: Who? Where? How? Why? Print one sentence on each card that will answer each of the six questions. Example: To feed wildlife on nearby islands, pilots drop food each week by plane.

You can make the game self-correcting by giving the answer to each question on the back side of each card. To begin play, place five cards sentence-side-up on each of the six sentence spaces indicated on the playing board. Each player in turn tosses both dice. Supposing a player tosses the 4 and Who?. He picks up card number 4, reads the sentence aloud, and answers the question Who?. By turning the card over, he checks his response. If he was correct, he scores 4 points (the number which corresponds to the die and numbered card drawn). A score is kept throughout the game to determine the winner.

H. Arrange with the media specialist for a learning station to be set up in the media center. Small groups may be sent to listen to a teaching tape and complete an accompanying worksheet. Example:
Stumblebum Saves The Circus
Media Materials, Inc.

This lesson helps students develop the ability to recall specific details.

295. See activities under Skill 294.

296.

A. Visit and have a brief overall tour of the library media center.

B. Class will visit library media center weekly for the purpose of listening to a story, having skill instruction, watching a film, filmstrip, or videotape.

C. Children will visit library media center in small groups and/or individually for the purpose of book exchange, listening to a talking book, using a teaching tape, or watching a filmstrip.

297.

A. Introduce a series of books using a sound filmstrip version. Example:
Georgie. Weston Woods

B. Include films, television programs, etc. in lesson planning for various content areas. See:
IMS Catalog. Lancaster-Lebanon Intermediate Unit
Film Catalog. Lancaster County Library
Introductory Guide. WITF-TV

C. Arrange with media specialist to assist in setting up a curriculum related learning center in the media center or in your classroom. Center may include study prints, filmloops, cassette tapes, realia, and other non-print media.

298. Identify five basic library terms: librarian/ media specialist, library/media center, book card, book pocket, and date due slip. L/T

A. Media specialist will introduce, illustrate, and define each term. Thereafter, teacher and media specialist will take every opportunity to use these terms correctly and consistently with the children.

B. Provide children with picture representations of each term. When given a verbal description of a term, ask children to name and match with a picture.

C. Show a picture representation of a term. Ask child to name and explain the function or purpose. Continue until each is correctly named and explained.

299. Sign out library books properly. L/T

A. Using a transparency with overlays, or an oversized book card, media specialist will demonstrate the correct way to sign out a book.

B. Children will practice the sign out procedure at the charge desk. Teacher and media specialist will supervise and help when necessary until the skill is mastered.

C. Reinforcement will be provided by sending children in small groups and/or individually to the media center for the purpose of book exchange.

300.

A. Upon conclusion of listening to a book read aloud, librarian or teacher will ask children to state whether book told a story or presented information.

B. When children "share" a book with classmates, ask them to include in their presentation whether their book was a story book or an information book.

C. Introduce the term "call number." Explain that in locating or putting away books, the marking on the spine is the determiner. Non-fiction books have numbers. Fiction books have letters. Give children oaktag replicas of book spines, or even a pile of books. Have them separate according to classification.

301.

A. Using a simple map of the library/media center, the students will be able to find the fiction section.

B. Make oaktag replicas of the spines of fiction books popular with third graders. Be sure to include author, title, and call "letters." Using call "letters" as a guide, children will locate books on the shelves.

C. Provide children with a list of books briefly annotated. List should be in alphabetical order by author. Children will look for books which interest them. The list may be built around a single theme such as animal stories, or mysteries. Or, the list may be more general such as "Books Too Good to Miss."

302.

A. Put an F beside the call numbers that are for FICTION books. Put an N beside the call numbers that are NONFICTION:

1.	E B	F
2.	398-2 D	N
3.	Hi	F
4.	Ro	F
5.	598 Z	N
6.	E S	F
7.	921 C	N
8.	641-5 K	N
9.	796 C	N
10.	By	F

B. Make a map of the library/media center. Show where fiction books and nonfiction books are housed. Have children locate different call numbers by giving them a list. Have them fill the call numbers in on the map.

C. Give children a list of the following subjects. Have them locate a fiction and nonfiction book for each subject: (1) Dogs; (2) Football; (3) Witches; (4) Christmas; (5) Boats and Boating; (6) Cats; (7) Space and Space Travel; (8) Easter; (9) Baseball; (10) Halloween.

303.

A. Have students design dust jackets for books they have read. Authors and titles should appear on both spine and front cover. Hang jackets on a line in the classroom or the media center.

B. Make oversized book parts which students may wear. Have students arrange themselves.

C. Set up a learning station in the media center. Children may come in small groups to listen to a teaching tape and complete an accompanying worksheet.
Example: Worming Through a Book
Media Materials, Inc.

304.

A. See activities under Skill 303. Adapt.

B. Make a set of flash cards. On one side draw a representative picture of term to be defined. On other side of card write definition. Example:
Spine - This is the part of the book you see when it is on a shelf. It shows the title of the book and the call number.
Cover - The outside part of the book.
Title - Name of the book.
Title Page - Page that has the name of the book on it, the author and the publisher. If the book has pictures it will then have the illustrator's name also.
Table of Contents - List of chapters in the book.
Glossary - A list of new words used in the book with their meanings.
Index - A list of what is in a book, telling on what pages to find each thing, usually put at the end of the book and arranged in alphabetical order.

NOTE: Check media center. Set of cards may be available.

C. Old Witch and the Parts of a Book. Late one spooky, scary Halloween night, Old Witch was in the corner of her cave beside the pot of witch's brew. She was looking for her book of magic. Finally she found it. She knows she will have to use all of the parts of the book to find out what she wants to know about magic, but she sometimes forgets where all those parts are located. Write whether these parts are located in the front of the book or the back of the book.

title page ________________________
index ____________________________
table of contents ________________
glossary __________________________

D. Arrange with media specialist to have a learning station set up in the media center. Small groups may be sent to listen to teaching tapes and complete accompanying worksheets. Examples:
Terry the Terrible Tries the Table of Contents
Media Materials, Inc.

Terry the Terrible Indicates the Index
Media Materials, Inc.

305.

A. Contents Contest. (Kids Stuff)
(1) Ask students to secure a social studies (science, lang., math) textbook and find the table of contents.

(2) Divide the class into two equal teams, giving every member of each team a number.

(3) Ask a question whose answer can be found by locating a section in the contents and turning to those pages to read: (a) How does the book define desert? (b) What tribe lives on the Veld plains?

(4) All students search for the answers. When most are ready, call a number (for example, #4). Team member four from each team goes to the board to write the answer.

(5) The first team with a correctly written answer wins a point.

B. Search Sears. (Kids Stuff)
(1) Bring to school a current catalog from Sears (or another catalog order house). This may serve as a great source of reading experiences for students who can't or won't read from other kinds of books.

(2) Provide a list of preliminary instructions and questions designed for "getting to know the book." For example: (a) Find the index listed on the outside of the catalog. On what page would you find cameras? (b) Find the main index. On what page does it begin? (c) On what pages will you find shipping information? (d) Look carefully through the middle information section. Can you find -- phone numbers for Sears' stores? charts for determining clothing size? a measuring device for finding shoe size? how to measure windows for curtains?

(3) Compile a list of questions which require the student to use the index, locate information, read descriptions, make selections, exercise judgment, etc. (You may wish to make an interest list for boys and one for girls.) (a) Which pool table would you buy from Sears? Tell the name, price, page, and why you selected it; (b) Can you buy an insulated hunting coat for under $25? (c) How much is Sears' best 27-inch 10-speed racer? (d) Which U.S. flag would be the best for extreme weather conditions? Give price and page number. (e) Of what material is the inner can made for Sears' electric ice-cream makers?

(4) Ask each student who does this activity to choose and answer a certain number of questions, and to compose and answer two questions of his own.

C. Which Index?
(1) Provide a quiet corner or learning center containing several kinds of indexes: books with indexes, magazines, Sears' catalog, telephone book (with yellow pages), index volume to encyclopedias, Sunday paper, Reader's Guide to Periodicals, Directory to your school district.

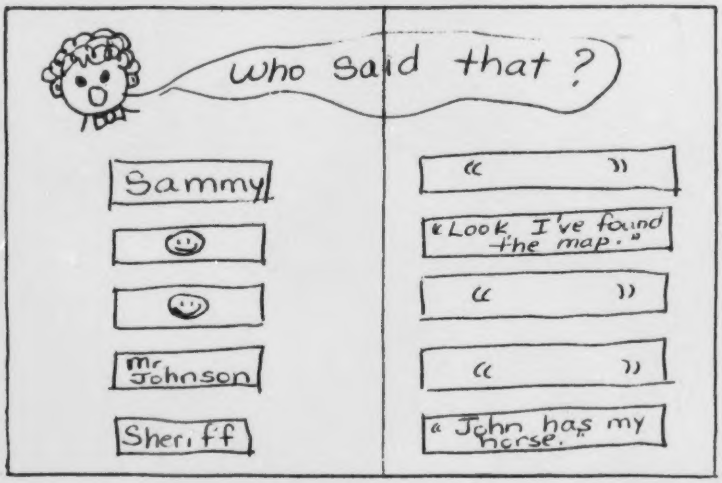
(2) In the center, place a list of questions which can be answered by using the indexes. (See examples below.) The student may choose ten questions to be answered, or the teacher may suggest certain questions fitting the needs and abilities of that student. (a) Name three places where you may call to get an estimate for repairing your roof; (b) Summarize the article that tells a family what to do in case there is a fire in their home; (c) Tell the price of Sears'

best automatic ice cream maker; (d) Name three movies currently being shown in downtown Chicago; (e) Who are the room mothers for Miss Vogel's class in the intermediate school? (f) Name two magazine articles on the subject of the population explosion; (g) Tell two places in the World Book where someone could find information about Washington, D.C.

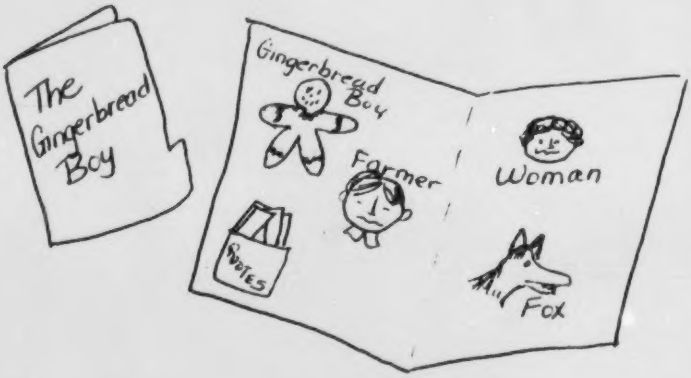
(3) Each student visiting the center may add a question.

306.

A. Who Said It? Produce a game board as illustrated, but with blank "people cards" (☺) and blank "quotation cards" (“ ”) glued to the board as place holders. Using the characters and quotations from a story or book, create people and quotation cards. Place them in the proper places on the board. You may put the page number on the card for self-checking. Place cards face down in each box. Players turn either a "people" or a "quotation" card face up. If, on his turn, the player can match a speaker with his quote, the two cards are removed from the board and the player retains this pair. The person with the most number of pairs wins.



B. Story Folder Game. Using characters and quotes from a book being currently read to the class, have the children match the character with the quote. Folders may be made for each book. Draw pictures of each character. Glue the character and a paper clip to each character so the quote slip may be attached. Answer key may appear on the back cover.



C. Story on Tape. Using a familiar story like Little Red Riding Hood, tape the entire story. After listening to tape, child answers questions which speaker recorded at end of the story. A prepared answer sheet should be used. For example:

1. Who said, "My, what big eyes you have!"
2. Who said "Go straight to Grandmother's house and don't talk to strangers."

307.

A. The following are poems that can be used to lead a class discussion about the speaker's message.
Silverstein, Shel, Where the Sidewalk Ends
New York: Harper & Row, Publishers, Inc. 1974

Hector the Collector

Hector the Collector
Collected bits of string,
Collected dolls with broken heads
And rusty bells that would not ring.
Pieces out of picture puzzles,
Bent-up nails and ice-cream sticks,
Twists of wires, worn-out tires,
Paper bags and broken bricks.
Old chipped vases, half shoelaces,
Gatlin' guns that wouldn't shoot,
Leaky boats that wouldn't float
And stopped up horns that wouldn't toot.
Butter knives that had no handles,
Copper keys that fit no locks,
Rings that were too small for fingers,
Dried up leaves and patched up socks.
Worn-out belts that had no buckles,
'Lectric trains that had no tracks.
Airplane models, broken bottles,
Three-legged chairs and cups with cracks,
Hector the Collector
Loved these things with all his soul --
Loved them more than shining diamonds,
Loved them more than glistenin' gold.
Hector called to all the people,
"Come and share my treasure trunk!"
And all the silly sightless people
Came and looked...and called it junk.

No Difference

Small as a peanut,
Big as a giant,
We're all the same size
When we turn off the light.

Rich as a sultan,
Poor as a mite,
We're all worth the same
When we turn off the light.

Red, black or orange,
Yellow or white,
We all look the same
When we turn off the light.

So maybe the way
To make everything right
Is for God to just reach out
And turn off the light!

Enter This Deserted House

But please walk softly as you do.
Frogs dwell here and crickets too.

Ain't no ceiling, only blue
Jays dwell here and sunbeams too.

Floors are flowers -- take a few.
Ferns grow here and daisies too.

Whoosh, swoosh -- too-whit, too-woo,
Bats dwell here and hoot owls too.

Ha-ha-ha, hee-hee, hoo-hoooo,
Gnomes dwell here and goblins too.

And my child, I thought you knew
I dwell here...and so do you.

B. Using Aesop's Fables (books or movies) lead a discussion to discover the moral.

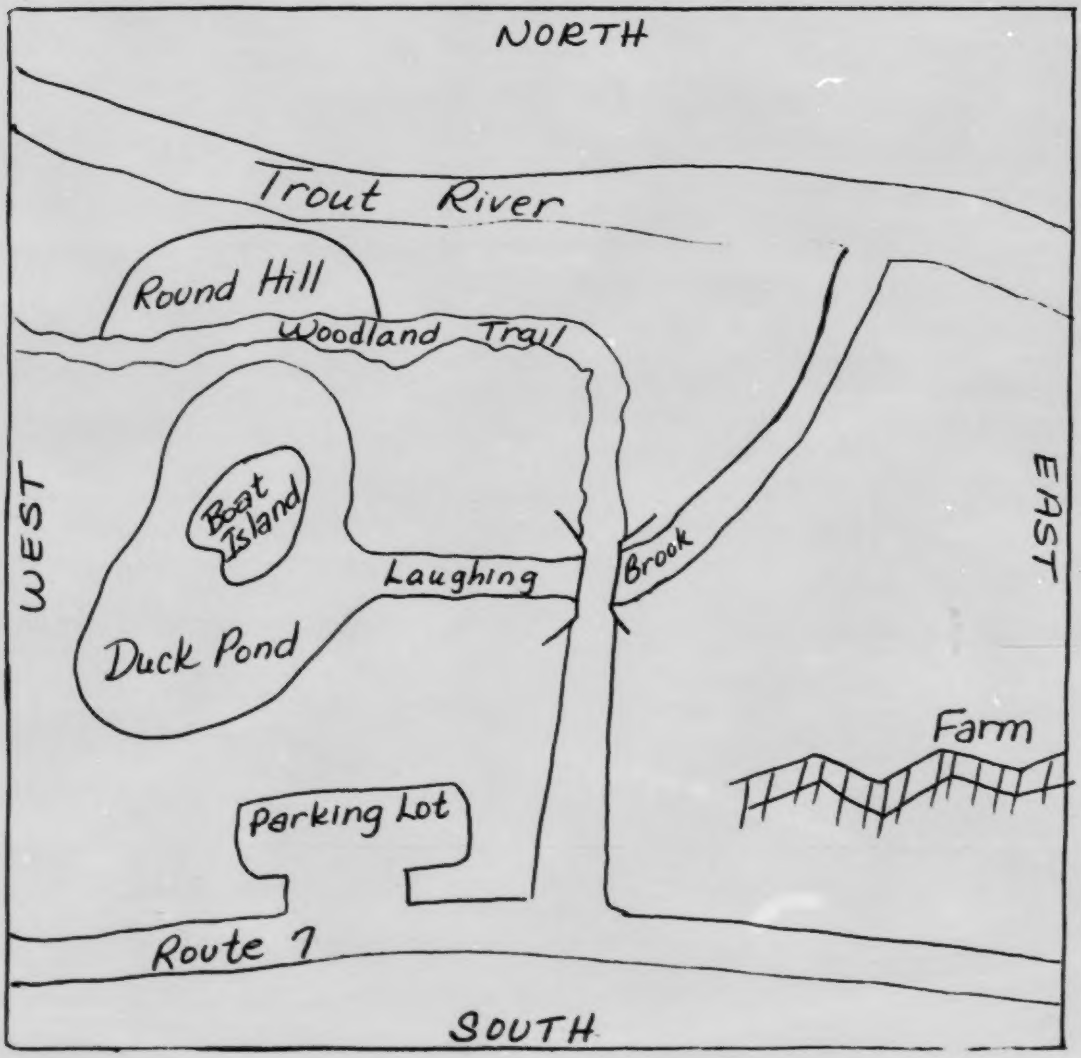
308.

A. What Does the Monster Look Like? Teacher makes up a funny description of a monster. Child reads description and draws a picture from it. Example: My body is round. It is purple. I have two heads. They are orange. One head has three eyes and one head has four eyes. I do not have any noses. I have two ears on each head. They are green. They are very large. I have one mouth in each head. Each mouth has two sharp, pointy teeth. One tooth is yellow and the other is black. I have two arms and two hands. They are blue. Each hand has three fingers. I have three legs, with one foot on each leg. They are red. Each foot has seven toes. Draw me.

Child is to include as many details as he can remember.

B. Park Details. Each sentence names something in Woodland Park. Draw a picture of each thing on the map.

1. Three cars are parked north of Route 7.
2. A bus is going west on Route 7.
3. Six trees are on the north side of Laughing Brook.
4. A deer is south of Duck Pond.
5. A boat is west of Boat Island.
6. A building is west of Round Hill.
7. A barn is on the south of the farm.
8. A cow is east of the barn.
9. Four children are walking west on Woodland Trail.
10. A car is east of the bus.


NORTH
Trout River
Round Hill
Woodland Trail
Boat Island
Laughing
Brook
Duck Pond
WEST
EAST
Farm
Parking Lot
Route 7
SOUTH

C. Questions and Answers. Divide class into two teams. Teacher has prepared two sets of cards, one with questions and one with answers, pertaining to a story the students have read. Teacher shows one of the questions. Student with the correct answer goes to front of room and reads answer. Both teams have the same cards, so the one who realizes he has the correct answer first raises his hand for recognition. He then receives one point for recognition and one point for correctly reading the response. The team with the most points when the teacher runs out of cards is the winner.

D. Follow Printed Directions.

Teacher supplies: a hot plate
large saucepan
large spoon
teaspoons
sheets of waxed paper
measuring cup
half-teaspoon measure
ingredients for recipe

Make a ditto for "Chocolate Clusters."
1 pkg. (6 oz.) semisweet chocolate pieces
1/2 teaspoon vanilla
1/3 cup butter or margarine
16 lge. marshmallows
1 cup flaked coconut
2 cups oats

Put the chocolate pieces, butter, marshmallows into a pan and put onto hot plate. Turn on low and stir until everything is melted. Remove pan from heat. Add the vanilla, coconut and oats and mix well. Drop the mixture by teaspoons onto waxed paper.

Have the ingredients and recipes available for children to use independently or in small groups. When the "Chocolate Clusters" are finished, they must be chilled until firm. If the children have followed directions, they will have a tasty treat.

E. Use pantomimes as a guessing game. Each student is given a set of written directions. They are to act them out and see if the class can guess the directions. (1) climb a ladder, bounce a ball, jump rope; (2) hang a picture on the wall, take off a spacesuit, act out your favorite sport; (3) walk along a steep cliff and try to balance yourself, mix chemicals and discover something, diaper a baby for the first time.

F. Have the students write directions that lead from your room to somewhere else in the school. Another student is to take the directions, follow them and report back where the directions led. Evaluation of directions should follow.

G. Use an exercise similar to one on p. 54 of attached sheet or in the Kickingbirds' workbook. Read everything first and only do the first two.

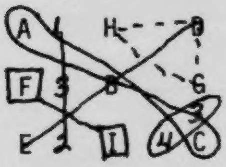
H. Use an exercise similar to p. 20 of the worksheets to go with Cinnamon Peaks.

I. Word change. Start with one word and by making changes end up with a completely different word. See attached sheet.

J. Draw on the blackboard the following letters in the positions shown below. Under this list the directions are given. Example:

A H D
F B G
E I C

Directions:
1. Draw a large figure eight starting at A and go around C, crossing at B.
2. Draw a square around F. Draw a square around I. Connect these squares with a straight line.
3. Draw a straight line from E to D passing through B.
4. Write the figure one between A and H. Write the figure three between F and B. Write the figure two between E and I. Using a straight line connect one with two passign through three.
5. Starting a H, use a bloken line (----) and mark the way to D. Continuing with a broken line, mark the way to G from D. From G mark to H. The design should have the shape of a triangle.
6. Write the figure three between G and C. Write the figure four between I and C. Using an oblong circle, enclose these two numbers.



K. Worksheets for following directions.
1. Mickey Mantle worksheet
2. Following Directions
3. Can You Follow Directions

K. 1. Mickey Mantle worksheet.

Directions: Now lets have some fun with people and things. Work the following drills in exactly the same manner as we did the example. Be careful. It is easy to get lost. Remember to work each step with the word as it has been changed from the previous step. All right, here we go!

The words are Mickey Mantle.

1. Place the two words together with the second word right after the first. ____________________
2. Drop all m's and the letter which follows it in the alphabet. ____________________
3. Add the second letter of the alphabet twice; place one of these letters at the beginning of the word and the other one at the end of the word. ____________________
4. Drop the third letter and also the sixth letter of the word. ____________________
5. If the eleventh letter of the alphabet is in the word, drop it and in its place add the letter which follows it in the alphabet. ____________________
6. Drop the sixth letter of the word and in its place add the letter that comes before it in the alphabet. ____________________
7. If there are two vowels that are the same in the word, drop the second one of the two. ____________________
8. Take the fifth and sixth letters of the word and place them after the first letter and before the second letter of the word. ____________________
9. Add the first letter of the alphabet after the second b. ____________________
10. Drop the vowel before the first l. ____________________
11. Take the fourth letter and the other letter that is the same and place both of them at the end of the word. ____________________

Doesn't that fit Mickey Mantle?

K. 2. Following Directions.

Can You Follow Written Directions?

1. Read everything carefully and completely before doing anything.
2. Write your name in the upper left-hand corner of this page.
3. Draw a circle around the last word in the second sentence.
4. Place two X's to the left of the number 3 in sentence 3.
5. Write the words Read Carefully in the upper right-hand corner of this page.
6. Draw a ring around sentence 6.
7. Now place two zeros in the lower left-hand corner of this page.
8. Place a square box around the two zeros which were placed in the lower left-hand corner.
9. Write the letter A three times after the second sentence.
10. Circle all even numbers up to and including the number of this sentence.
11. Write I have at the end of this sentence if you think you have carefully followed all the directions so far.
12. Draw a triangle under all odd numbers in this exercise but not in this sentence.
13. Underline each even number in this exercise but not in the last 4 sentences.
14. Subtract 13 from 33 and put the answer under sentence 14.
15. Place 5 dots or periods after the period in sentence 12.
16. Print Yes above the last word in sentence 3.
17. If you think you haven't made any mistakes up to this sentence, write I think so at the end of the sentence.
18. Now that you have finished reading everything carefully and completely, follow the directions given only in sentences 1 and 2 and sit quietly until everyone has finished.

K. 3. Can You Follow Directions? Name ______________________________

Can you follow directions?

YBOPU ZAMRPE HGOKOD QABT
FBOHLLPOXWIBNG DKIREQUJTIOBNPS

1. Cross out the letter that doesn't stand for a sound in the word COMB.
2. Cross out the letter that comes before the letter R in the alphabet.
3. Cross out the consonant letter that doesn't stand for a sound in the word KNIFE.
4. Cross out the letter that comes after G in the alphabet.
5. Cross out the letters J, M, P, X, and Z.

Write the remaining letters below. You will have a secret message.

____

____

Now check your answers from the answer sheet.

309. See activities for Skill 244.

310.

A. Use the index in your telephone book to find these things in the yellow pages:

	Main Heading You'd Look Up
kites	____________________
gas stations	____________________
cribs	____________________
piano lessons	____________________
sleds	____________________
minibikes	____________________
private detectives	____________________
doctors	____________________

B. Have the children divided into teams to make up their own personal telephone directory following the organization of the real telephone book. White pages--telephone numbers of their friends in the room. Yellow pages--a listing by categories of the shops and businesses their families use.

C. Different Spellings. Many last names can be spelled in two or more ways. If you look up the name under one spelling, the telephone book will list the other spellings. Find the other spellings for these last names: e.g., Ray, Anderson, Johnson, More, Pearce, Schaffer, Keen.

311.

A. Find your family in the telephone book. What page is it on? ____________
How many other listings are there under your last name? ____________
Look up a friend's telephone number ____________. What information would help you find it other than his last name? ____________ or ____________
How many other families are listed with the same last name as your friend's? ____
Write your number ____________.

B. List the prefixes of telephone numbers in your community. ____________
____

What is your prefix? ____________ What letters correspond with your phone number? ____________ Can you make a sentence or word from your phone number, using the corresponding letters? ____________

C. Make a list of the information found on the front inside cover of the phone book. Why do you think it is there? Develop a family emergency telephone list. Place it near your home phone.

D. For what type of information do you dial the operator? On what page can you find local rate information for your own telephone number? The school's telephone number? What number do you call for repair service? What number do you call to order a phone? List other special numbers of the telephone company.

E. Make a list of the abbreviations used in the telephone book. How many can you find?

F. Yellow Pages. (Use the Index.) Under what heading would you find: Automobile Transmissions; Car Painting; Pet Hospitals; Gold Fish; Sleeping Bags; Baseball Tickets; Driveways; Macrame Supplies; Rugs; Birthday Cakes; House Plants; Rental Boats; Speed Reading; Window Coverings; Bookcases; Bumper Stickers; Eye Examinations; Kites; Loans; Model Trains.

G. Prepare a shopping list of 10 or more items. Use the Yellow Pages to find a store for each item. Try to find the store closest to your home or school.

ITEM	STORE	LOCATION

H. Use the restaurant listings to find out how many different kinds of food can be found. Look at the restaurant ads. What do the ads feature? If there is a picture, what does it show? Under what other headings would you find places to purchase cooked food? List them.

312.

A. Use the following format--supply your own questions.
1. Underline the KEY WORD in this question.
2. In what encyclopedia did you find this word?
   Encyclopedia ______________________ Volume __________ Page _______
3. Write the name of the ARTICLE as it appears in the encyclopedia. __________
   ____
4. Write the GUIDE WORD which appears at the top of the page of your article.
   ____
5. Write a SUB-HEADING which is found in your article. __________________
6. Write the Author of your article. _______________________________
7. Are there illustrations with your article? _________________________

313.

A. Tell which of the following reference books would best answer these questions. ATLAS, ALMANAC, ENCYCLOPEDIA, DICTIONARY, BIOGRAPHICAL DICTIONARY, GEOGRAPHICAL DICTIONARY, THESAURUS.

(1) What part of speech is the word cute? (Dictionary); (2) In what county is Altoona? (Geographic Dictionary); (3) Who won the World Series in 1971? (Almanac); (4) What is the main climate of Germany? (Atlas); (5) What is a synonym for good? (Thesaurus) (6) What are Benjamin Franklin's accomplishments? (Encyclopedia); (7) When was Betsy Ross born? (Biographical Dictionary); (8) How high is Mt. Everest? (Geographical Dictionary); (9) How many different things does the word litter mean? (Dictionary); (10) Name 10 famous people from Pennsylvania. (Encyclopedia); (11) Who was Miss America in 1975? (Almanac); (12) What is the most populated area of the United States? (Atlas); (13) What is a synonym for magician? (Thesaurus); (14) When did Thomas Jefferson die? (Biographical Dictionary).

B. The Black Game. Below you will find 25 expressions or names. Each one of these should suggest a word or phrase which contains the word BLACK. For example: Large body of water would be the Black Sea. You will need to use a variety of reference books. Good Luck!

(1) The Bubonic Plague (Black Death); (2) Card Game (Black Jack); (3) Royal Irish Constabulary (Black and Tan); (4) Necromancy (Black Arts); (5) The Maria (Black

Hand); (6) Illegal trade (Black Market); (7) Fort William Calcutta (Black Hole); (8) Prison van (Black Maria); (9) Treasure Island (The Black Spot); (10) English pirate (Black Beard); (11) Disreputable member of the family (Black Sheep); (12) Edgar Allen Poe (Black Cat); (13) Grimace of disapproval (Black Look); (14) Scottish Highlander (Black Watch); (15) Kidnapping of Negroes (Black Trade); (16) Indian Tribe (Black Feet); (17) Cornflower (Black-eyed Susan); (18) Air raid precaution (Black-out); (19) Italian Fascist (Black Shirt); (20) Famous dance (Black Bottom); (23) Legal writer (Black Stone); (24) Horse Hero of children/s tale (Black Beauty); (25) Day of financial disaster (Black Friday).

C. The White Game. Below you will find 25 expressions or names. Each of these should suggest a phrase which contains the word WHITE. For example: Presidents' residence would be The White House.

All correct with proof
You're a Super Sleuth

(1) West Virginia Spa (White Sulpher Springs); (2) Burdensome possession (White Elephant); (3) Cowardice (White Feather); (4) Sir Arthur Conan Doyle (The White Company);(5) Evergreen tree (White Pine--White Cedar); (6) Foam-crested wave (White cap): (7) London District (White Chapel); (8) To render reputable (White wash); (9) Street cleaners (White wings); (10) Indignant White Southerner (White Supremacist); (11) Linen sale (White sale); (12) Caucasian Fistic Contender (Great White Hope); (13) Favored and favorite male (white haired boy); (18) Anti-Bolshevik forces (White Russian); (19) Moby Dick (White Whale); (20) Sidney Kingsly (Men in White); (21) British Government offices (White Hall); (22) Caucasian imperialist pretensions (White man's border); (23) a fib (white lie); (24) Alice Through the Looking Glass (White Rabbit); (25) Cream Dressing (White Sauce).

314.

A. Go to the library/media center. Using the Card Catalog, tell in what drawer you would find the following titles, authors, or subjects. What call number would help you locate the book? HINT--It would help to copy the title of the book from the Catalog Card.

	Drawer	Call Number
1. Laura Ingalls Wilder		
2. Snakes		
3. George Washington		
4. Football		
5. A Wrinkle in Time		
6. Old Philadelphia		
7. Dogs		
8. Tom Sawyer		
9. The Cat in The Hat		
10. Martin Luther King		

Now, find the books to match the cards found in the card catalog. Variation: Give your own lists of subjects, titles, or authors to locate.

315.

A. Find a title card and answer the following questions: Title of the book_________ Author _________________ Call Number ______________. Find a subject card in the card catalog and answer the following questions: Subject heading_____________ Title of the book ________________ Author _______________Call Number _____________. Find an author card in the card catalog, and answer the following questions: Title of the book _________________Author _______________Call Number _____________. See librarian/media specialist for additional activities and LAP's.

316.

A. Applications. (1) Prepare a paragraph that is a biographical sketch of a certain person; (2) Attach an application for employment to the write-up; (3) Have the students skim the paragraph to fill in the application form. (see attached application form.)

B. Make a ditto master of a certain portion of the classified ads from the newspaper. Prepare a list of questions based on the ads that require the students to skim to find the answers.

C. During a newspaper unit, have the students skim to find a certain word on a certain page, etc.

D. From the reading selection, have the children skim to find answers to (1) vocabulary questions; (2) supportive info; (3) description of characters; (4) certain types of punctuation.

E. Clue! (1) Use a textbook that the group of students have and ask questions such as "I'm thinking of an adjective with six letters on page_____"; (2) Children search for this word and write it down; (3) At a signal, all pupils with the correct answer score one point.

F. Track Down! (1) Write four words on the chalkboard (three of them from the text, one is not); (2) Within a specified time (1 minute or so), children search the text or page and write down the word that doesn't belong; (3) The first child to find the correct answer scores one point.

G. Speedy. (1) Read two words from a text section, omitting the word between them, e.g., "the man ran," read "the ran"; (2) Children search the section, under a time limit, and write down the missing word; (3) The first pupil to find the correct word is the winner.

H. You Be the Teacher! (1) Have the students clip a news article from the newspaper. (2) Have them prepare a list of directions for another student to follow, e.g., (a) Find a compound word; (b) Find 2 words that begin with a capital letter; (c) Find the name of a day of the week.

317. See activities for Skill 316.

318. Assign students topics that correlate with Science or Social Studies units. See librarian/media specialist for further activities and LAP's.

APPLICATION FOR EMPLOYMENT
Wonders' Department Store

Date ....

NAME .... Tel. No. ....
Last First Middle

PRESENT ADDRESS ....
No. Street City State

How long have you lived there? ....

Were you ever previously employed by this Company? .... If so, approximately what years? ....

PERSONAL

Sex M ☐ F ☐ Birth Date .... 19........ Height .... ft. .... in.

Weight .... lbs.

Color Eyes .... Color Hair .... Are you a U.S. Citizen? Yes ☐ No ☐

Social Security No. ....

Do you live: With relatives? ☐ With parents? ☐ With friends? ☐ Others? ☐

Give names of relatives employed by this company. ....

Have you ever been discharged from any position? .... If "yes," explain ....

Do you have any physical defects? .... If "yes," explain ....

Have you ever been under a doctor's care for serious illnesses or injuries? ....

If "yes," explain ....

Have you ever been arrested, sentenced or imprisoned? .... If "yes," explain ....

In case of emergency, notify ....
Name Address Telephone No.

EDUCATION

School	Name & Location of School	Circle Last Year Completed	Last Year Attended
Elementary School and Jr. High School		5 6 7 8 9	19 ......
High School		1 2 3 4	19 ......
College		1 2 3 4	19 ......

EXTRACURRICULAR ACTIVITIES (Athletic, Clubs, etc.)

In School .... Office Held ....

319.

A. Have the students write a simple sentence. Ask them to look up the important words in a thesaurus, and write the sentence over again using harder words, e.g., John hit the ball over the fence. John slammed the orb over the palisade.

B. Divide the class into teams. Call out a specific word like house. The teams then have 10 minutes to come up with as many synonyms for house as possible. The team with the most answers wins.

C. Have the students prepare large charts that list other ways of saying a word, e.g., BIG--colossal, unwieldy, mammoth, ponderous, sizable, Gargantuan, vast, giant, gigantic, huge, massive, enormous, monumental, tremendous, weighty, immense, enormous, titanic, voluminous, stupendous, capacious, mighty.

D. Have the students write a GREAT story. Have them rewrite a story such as the one listed below with a different synonym for "great" each time it appears.

A GREAT STORY

We went on a great trip last week to Disneyland. All the rides were great, but the Matterhorn was the greatest. We got some great pictures of Tomorrowland and some even greater ones in Fantasyland. It was a great vacation.

VARIATIONS: A Big story, A Pretty story, An Ugly story, A Walking Story.

320.

A. Look up the following terms in the card catalog. List the subjects to which they refer you. They are called cross-references, because they lead you from one subject to another related one which may mean the same thing, or be related to it in some way. For example, if you look up the subject, "PIONEER LIFE" in the catalog, it will instruct you to "See: FRONTIER AND PIONEER LIFE."

SPACE TRAVEL SEE: ____________________
COOK BOOKS SEE: ____________________
PREHISTORIC MAN SEE: ____________________
CARTOGRAPHY SEE: ____________________
MOVIES SEE: ____________________
ZOOS SEE: ____________________
MONARCHS SEE: ____________________
POSSUMS SEE: ____________________

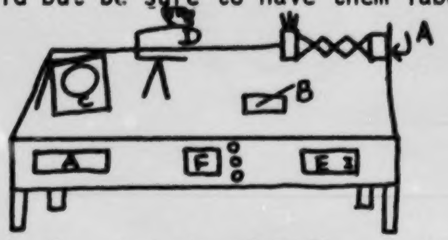
321.

A. Have the children create their own graphs about data collected on their classmates: favorite colors, ice cream, foods, television programs, hair color, shoe size, birthdays, pets, number of children in family. After making their graphs, have the students write summary statements about their data such as: Most of the children in our class have brown hair, etc.

B. Have the children create their own personal scrapbooks of graphs taken from newspapers, magazines, etc. Have them identify each type of graph collected, and write one statement based on the facts shown on the graph.

C. A good place to find diagrams for the children to follow would be in Origami books. Be sure to let them follow the directions.

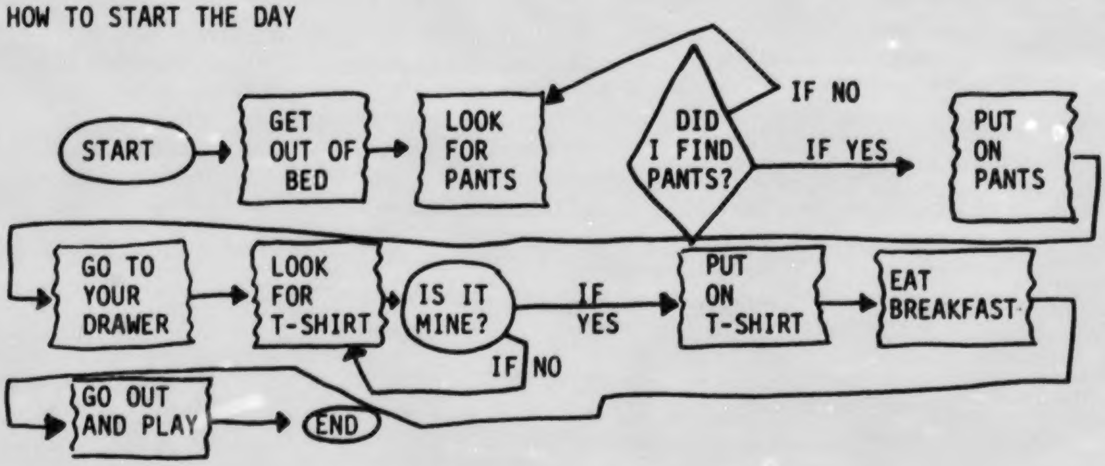
D. Have the students draw a diagram of "The Perfect Desk." Let their imagination go wild but be sure to have them label the parts or provide a "key."



A. Pencil Supply
B. Electric Eraser
C. Answer Scope
D. Raised Hand for Attention
E. Refrigerator
F. TV and Radio

E. Provide the students with flow charts on how to do something in the classroom instead of a written list of directions. The students might even like to try creating one of their own, based on a very simple task.

HOW TO START THE DAY


START
GET OUT OF BED
LOOK FOR PANTS
DID I FIND PANTS?
IF NO
IF YES
PUT ON PANTS
GO TO YOUR DRAWER
LOOK FOR T-SHIRT
IS IT MINE?
IF YES
IF NO
PUT ON T-SHIRT
EAT BREAKFAST
GO OUT AND PLAY
END

322. WHO KNOWS THE NEWS?

A. Kids Stuff

1. Provide for each pupil a duplicated identification sheet with space for the following information:

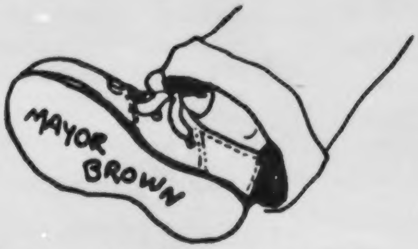
Name	News Personality	A Line of Identification

2. Inform students a day or two in advance that they will be required to assume the identity of a prominent "name in the news." Ask them to prepare themselves by listening to and reading as many current news reports as possible and making a first, second, and third choice of persons they will be.

3. Make a list of these choices and assign each student to a role so as not to duplicate names which will be represented.

4. Ask each student upon arrival to use a felt tip marker to write his news personality identity on the bottom of his shoe on the appointed day.

5. Give each student a copy of the prepared information form.



6. Have each individual complete his information form by listing each of his classmate's names in the first column, that person's news personality name in the second column, and a single phrase or sentence in the third column that tells why that person is prominent in the news.

B. News Team. Each week select 4 students to report the news in 4 areas: Sports, Local, National and International, and Weather. On Friday afternoon, have the 4 students present a TV News broadcast, complete with commercials.

C. Field Trip - Lancaster Newspapers, Inc., 8 W. King St., Lancaster, PA 17604

D. What's New? - "Nowadays truth is the greatest news"--THOMAS FULLER, M.D.; "How many beautiful trees gave their lives so that today's scandal should, without delay, reach a million readers."--EDWIN WAY TEALE; "A good newspaper, I suppose, is a Nation talking to itself."--ARTHUR MILLER; "People everywhere confuse what they read in newspapers with news."--A. J. LIEBLING; "The evil that men do lives on the front pages of greedy newspapers, but the good they do is buried with little concern inside."--BROOKS ATKINSON.

Discussion questions: Explain the quotation. Do you agree with it? How does this quote apply or relate to what you've been reading this week?

323.

A. Look at the various parts of the newspaper. Tell which part would help you answer the following questions. (Macmillan Level 5 P. 131) (1) Which part would tell you if it will be cold tomorrow? (WEATHER REPORTS); (2) Which part would make you laugh? (CARTOON/COMICS); (3) Which part would help you plan your evening? (ENTERTAINMENT); (4) Which part would help you choose a bank? (ADVERTISEMENTS); (5) Which part tries to sell you something? (CLASSIFIED ADS); (6) Which section is your favorite part of the newspaper?

B. Look at the parts of a newspaper again. Write in which part you would find the following information: (1) Vote for a new school building. (EDITORIAL); (2) For rent: 5 rm. apt. near park. (CLASSIFIED AD); (3) President visits Mexico City. (NEWS ARTICLE); (4) Temperature drops 5°. Rain. (WEATHER); (5) Daffy Dill buys a Duckmobile. (CARTOON/COMICS); (6) News about the governor's visit (NEWS ARTICLE); (7) The time a TV show begins (ENTERTAINMENT); (8) Reasons to vote for a new pool. (EDITORIAL); (9) An ad for a summer job (CLASSIFIED AD); (10) Weather for the weekend (WEATHER REPORT).

324.

A. Below are three stories from a newspaper. Read each story and decide in which section you would find that story. Write the name of that section on the line after the story.

Toss Deball, quarterback for the Village Vanguards, has signed a contract today at the stadium for the new season. The contract gives Toss about $2,000 more than last year. Coach Telum Whattodo said, "Toss really deserves it."
sports

The National Ballet Company will perform "The Nutcracker" on Wednesday, January 11, at the Village Theater at 8 P.M. The company's two stars Lulewfva Tutu and Don D. Leotard will perform along with the Village Symphony Orchestra under the baton of Con Ductor. Entertainment

In Washington today, Secretary of the Treasury Gim E. Yourloot has announced a 3% increase in the federal income tax. This will mean about $45.00 more to the average taxpayer. Mr. I. M. Broke of the Citizens' Protection Group has lodged a protest. National News

325.

A. Have children cut out headlines which show emotion and then rewrite them.

B. After playing a game with your class (one side against the other) have each child write a news story about the event. Read the headlines aloud and see if children can tell which team the author was on by the headlines.

326.

A. Have the children create scrapbooks of ads from magazines that show examples of: 1) slanted words, 2) exaggeration, 3) repitition, 4) group appeal, 5) testimonial 6) card stacking.

B. Have the students write ads for their own products using as many examples of advertising writing techniques as possible. Variation: Have them write campaign speeches about one of their classmates running for President of the class.

C. Television Assignment. (Idea Book by Mary George) Look for Patterns. 1) Pick a sponsor and see what programs it likes to finance. 2) What products are "sold" at certain times of day, e.g., dinnertime, bedtime. 3) Try to decide by the advertising only which programs are designed for a) kids, b) teenagers, c) adult women, c) adult men, e) elderly people, 4) ask your own questions, too and find the answers.

D. Suggested Field Trip: Kelly Advertising, Marion Street, Lancaster, PA.

E. Tape record television commercials and have the students try to analyze what propaganda techniques were used.

327.

A. Introduce the Caldecott Award through stories and sound filmstrips in the classroom and the Media Center. Explain to students the background of the Award. Show one or both of the following sound filmstrips: A Picture Has a Special Look, Weston Woods, Paint all Kinds of Pictures, Weston Woods. Discuss illustrations. How do they help tell the story? Why are they considered excellent?

B. Display Caldecott books. Each child in the class chooses a book with pictures that are appealing to him. Child reproduces the book jacket using construction paper and crayons, and he places a gold seal representing the Caldecott Medal on the jacket. Hang these in the classroom or Media Center.

C. Arrange with Media Specialist for a multi-media display to be set up in the Media Center and/or classroom. Displays should include award titles in various formats: book, talking book, filmstrips. Provide each child with a Caldecott check list. As teacher or librarian introduces a book, children check of titles on their list. After children read, listen and watch other Caldecott titles, they will check these off on their list. As a culminating activity, class might vote and choose their favorie Caldecott book and award it a "Medal" of their own design.

D. From Caldecott book jackets, or from discarded books, collect a series of pictures which can be used to help children identify the style of various illustrators. By using four or five jackets or pictures at a time and displaying other books by the same illustrator, see how many students can match up.

328.

A. Introduce the Newbery Award through book talks and sound filmstrips in the

Media Center and classroom. Explain to students the background of the Award. Give students Newbery Award bookmarks available from the Children's Book Council.

B. As the follow-up activity to Newbery Award discussion, students may wish to write, and perhaps illustrate, their own stories in book format. After they are read and "reviewed," the class may vote for the best story (Blueberry Award) and best illustrated (Apricot Award). Gold seals may be placed on the winning covers. Silver seals may be placed on runners-up.

C. Students' understanding and appreciation for good literature can be developed and encouraged by the use of: Newbery Award Reading/Activity Programs. Sunburst Communications, 1976. These cards, one for each of 72 Newbery Award and Newbery Honor books, ask specific questions which guide children through the story and extend their reading experience through suggested follow-up activities.

329.

A. Teacher reads story to class in which events follow a specific sequence. The child listens and orally repeats the sequence. The child is then given a follow-up worksheet from which he is to cut the pictures and paste them in the correct order on a plain piece of paper.

330.

A. Adapt activities for 331 making sure the material is read to the students.

331.

A. Read the following paragraph:

> It was a wonderful pie!
> It made the whole kitchen smell good.
> The crust was crisp and melted in the mouth.
> The cherries were sweet and the dark, red juice oozed out over the plate.

Have child listen for the main idea; choose the best title, and circle the correct number.

1. a pretty pie
2. pie for lunch
3. a delicious pie

B. Arrange with media specialist for a learning station to be set up in media center. Small groups may be sent to listen to a teaching tape and complete an accompanying worksheet.

Example: The S.H.O.P. Club, Media Materials, Inc.

Student is asked to recall main idea. Primer level. Loch Nessie, Living Legend, Media Materials, Inc

C. A selected paragraph is read by teacher. Significant words in the paragraph are then removed. Child listens for main idea and supplies missing words. A word bank can be used if needed. Variation: Divide class into teams. Teams listen to story and try to discover which words have been left out. Points can be scored for each word the team members correctly identify as the missing words.

D. Instruct child to read selected paragraph or short story and express the main idea of the story in a picture. Stress the idea of not using a series of pictures. It may be a group project with the entire class reading the same story and collaborating on the expressions of the main theme for a class mural.

E. Remember Me. Teacher selects story and numbers paragraphs. Ask, "Are you a good hunter? If you are, you will be able to find each paragraph below. Write the page number of each paragraph and the number of the paragraph."

Example:

	Page	Paragraph Number
What John and Mary found		
Why Mother said no		
Who went home		
What time was it		
Where they slept		

F. Make ditto of teacher-composed letter containing information about time and place of arrival, what clothes he/she should bring, whether someone will meet him/her at the station, etc. Children are to pretend that they have been invited to visit a friend for the weekend and have written a letter (the teacher's ditto) telling their friend when they will arrive, etc. Suddenly, they realize that the letter will not reach their friend in time so they need to send a telegram. Explain that you must convey the main idea of your letter in as few words as possible. Have children read the letter, determine the main idea of each sentence, and write these on a telegram blank. Students may want to read telegrams aloud for class discussion.

G. Let's Be a Detective. Purpose: To learn how to find the main idea of a paragraph. Materials: Paragraphs cut into sentences, envelope to keep each paragraph. Directions: Students read all the sentences found in an envelope and decide which sentence would be the main idea of the paragraph. Example: 1) Mrs. Green had many things to do before lunch. (main idea) There was cleaning to be picked up and the shopping to do. Her shoes had to be dropped off to be repaired. Then she had to be at the beauty shop by 11 o'clock. 2) Mr Lane wants a station wagon, but Mrs. Lane liked the two-door hardtops. The two boys were interested only in the fancy racing cars. Each of the Lane family had a different idea about the car the family should have. (main idea) 3) Debbie got her pink dress out of the closet and put it on. She splashed a little perfume on her favorite handkerchief. Then with a pretty smile, she started down the stairs. She wanted to look her very best for her guests. (main idea) 4) The children were playing many games at school. (main idea) John and Jim were playing catch. Susan, Mary and Joan were busy jumping rope, Bill and Joe were playing hide and seek. Other children were playing volleyball.

H. Title: What's Missing. Purpose: To develop the ability to find the main idea in a sentence. Procedure: A selected paragraph is read by members of the teams or by the individual student if only two students are playing. The paragraph may be created by the teacher or a student, taken from the newspaper or from a book. Important words in the paragraph are removed or blackened. Important words are then removed or blackened. Students read paragraph again and try to discover which words have been left out. Points can be scored for each word the player or team members have correctly identified as the missing words. The words taken out of the paragraph can include the main idea of the sentence, vocabulary words, and new words whose meanings can be found by the context of the paragraph. ILLUSTRATION: On July 17, 1969 Neil Armstrong, Buzz Aldrin, and Mike Collins took off in a spaceship named Apollo II. A rocket fired off the spaceship. After traveling four days, they could see the moon. Then all of a sudden they saw huge rocks. Neil Armstrong moved a lever so that he would land on a clear place. He made a safe landing. On Sunday, July 20th, Neil Armstrong was the first man to set foot on the moon. Omit main idea sentence from the second writing. See if children can tell what idea is no longer present.

I. Supply paragraphs such as the following for the students to read.

1. Barbara is going to visit her relatives in Canada. She will be arriving Wednesday, October 13, at 5:00 P.M. She doesn't want her family to pick her up because she is going to take a taxi to their house. She is bringing presents to the whole family and can't wait until she sees them.

2. The twins, Teddy and Freddy are being sent to their aunt's house for a two week visit. They are arriving on the Greyhound bus at 10:45 A.M. on Saturday morning, July 16. They plan to go to the beach and collect sea shells. Their mother wants their aunt to call her the minute they arrive since this is their first bus trip alone. They are very excited.

DIRECTIONS:

Read the situation. Write a telegram for each. You must pay 33¢ per word - so be careful! See how much money you can save by writing only the main ideas.

Telegram:

J. Write newspaper headlines for paragraphs describing famous historical events or scientific discoveries.

K. Using proverbs, have the students identify the main idea.

L. Read the Haiku and write the main idea or best title for the poem on the lines.

Floating gentle wisp,
Dotting the blue with whiteness,
Shapeless, misty fog.

Cold frozen crystals,
Blanketing the world with white,
Silently falling.

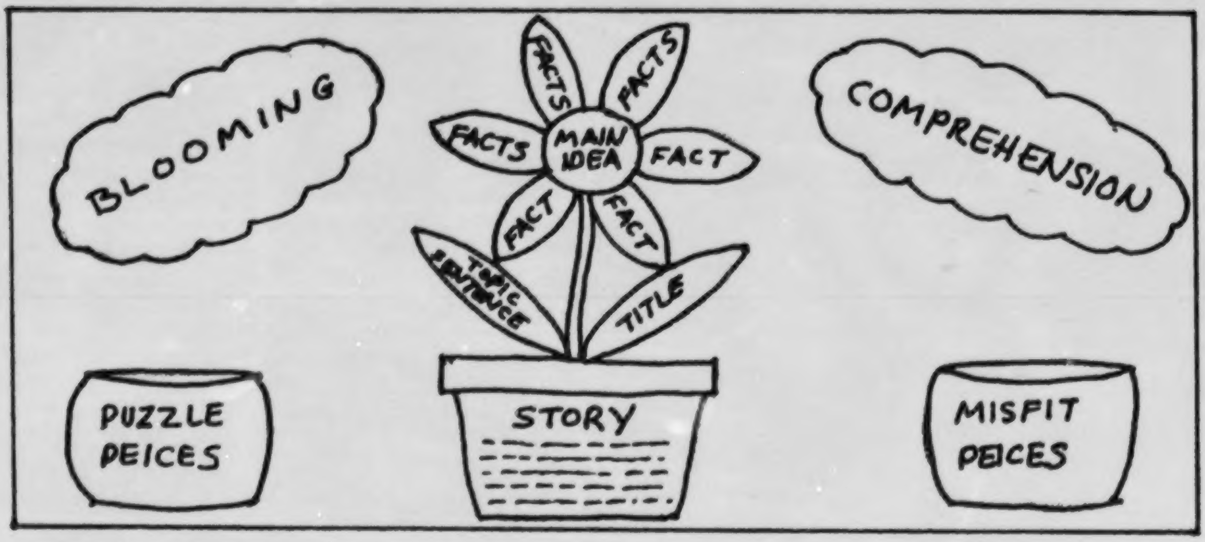
Tiny, fluffy friend,
Purring gently with content,
Filling lonely days,

Gagged instant flash
Plummeting quickly downward
Striking mother earth.

Gentle, night lady,
Lighting the heavens til dawn,
Vanishing with morn.

M. Have each child draw a picture of the most important thing that happened in a story. Have them show and discuss their pictures.

N. Bulletin Board - Blooming Comprehension



Materials, one or more flowerpot(s) with a story written on each, 2 or more leaves with a sentence on each, one of which will be a topic sentence for the story, 2 or more leaves with a title written on each, 6 or more petals with relevant and irrelevant facts that pertain to the story, two or more circles with the main idea of a story written on it. Directions: Produce the pieces needed for two different puzzles plus a few items that do not apply to either story. Story pot may be periodically changed or two stories could be done on the board at one time.

332.

See activities for Skill 331.

333.

See activities for Skill 331.

334.

A. Listen carefully to the descriptons. In which sport would the people be involved?

1. I use irons but not for clothing. I use a tee but not the drinking kind. I use clubs but not for joining. I use a cart but not for groceries. My goal is a small hole on the green. If I am good, I'm under par. The winner in this game is the player with the lowest score. What's my score?

2. I look like a mummy when participating in my sport for no part of my body can be exposed. I move around an oval at accelerated speeds with deafening noise piercing my ears. My equipment is tuned to perfection and is carefully watched by my pit crew. I know I have won when I see black and white waving in the air. What's my game?

3. I ride down a pipeline with the spray in my face. I hang ten on a smooth surface with ease and grace. If I should fall, under I go and then I am covered with H_2O. What is my game?

4. The sky is my limit. I need a partner's help. The farther I go, the colder I get. The road is rocky and rough. I use ropes, picks, and spikes. I hang in there. What is my game?

335.

Adapt activities for Skill 331.

336.

337.

A. Title: Card sequence. Purpose: The student will illustrate the correct sequence of a story by arranging sentence cards in order. Materials: Cards on which story events are written - at least two sets. Procedure: Each group is given a complete set of cards to arrange in correct sequence. The first group to arrange the cards correctly wins.

Jean invited Ann to her house.

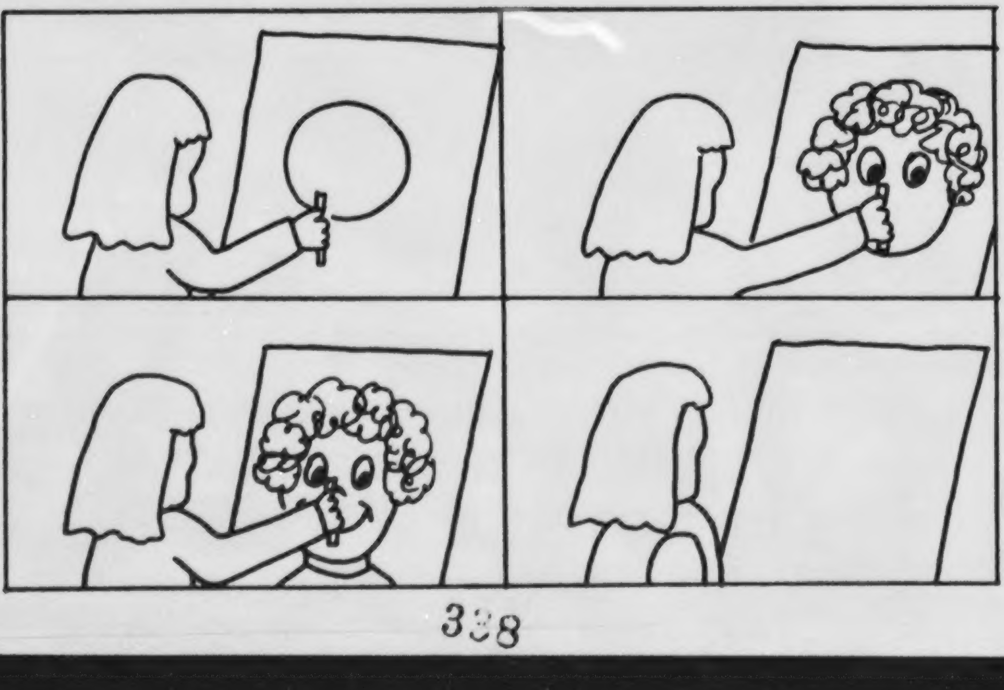
Ann went to school.

Ann met Jean

Jean and Ann ate lunch.

Arrange information in order of event either in phrases or sentences.

B. Ask child to retell a story. Guide: What happened first? next? last? Scramble events, have children number these. Number these pictures in the order in which a story is told.



C. "SELECT CARTOONS" Choose comics that complete a story in one strip. Have child read comic strip. Cut apart and number each strip on the back. Shuffle the pictures and ask the child to arrange them in proper sequence.

D. TELL-A-STORY. Teacher obtains several copies of one book from the Media Center or by purchasing some. Each child in the group then reads the story silently. When students are ready to play game, they sit in a circle and each person gives a detail in sequence about the story. If the group catches someone skipping an important detail, that person must add a detail after everyone in the group has given one.

E. LUCKY 12 RUMMY. Have one deck of cards with 48 cards in it. This will include four separate stories, printed in four colors, with 12 sentences in that color. You shuffle the cards and deal five to each player. The player can either draw from the other players (only one card per turn) or from the pile. The object is to get a story in logical order first, with cards whose face sentences are the same color.

F. Read a story to class (any folk tale can be used). As the story is read, use a flannel board to illustrate. Be sure to particularly emphasize each new event as it occurs. After completing the story ask student to come to flannel board and place these pictures in sequential order.

G. Arrange with the Media Specialist for a learning station to be set up in the Media Center. Small groups may be sent to listen to a teaching tape and complete an accompanying worksheet. An example: Alice, the Moveable Ape. Media Materials, Inc. That Daring Dolphin. Media Materials, Inc.

H. Title: Reconstructing the biography of an author. Purpose: to develop the importance of sequence in reading and writing. Materials: twenty-five cards with idea and fact fragments, paper and pencil. Procedure: 1) Locate a biography of a writer or poet. Make 25 fact cards from the person's life. 2) After the cards are made, they are shuffled and arranged in five groups of five cards each. 3) Groups are formed. Each group should have a good academic leader and each group receives one set of five cards. 4) Groups work on facts, creating sentences and developing some kind of brief. Each student makes his own copy. 5) Facts are then exchanged and new facts are joined with others. 6) After all the facts are exchanged a complete biography is turned in by each student. 7) Each group's sequence should be analyzed for logical sequence and development.
ILLUSTRATION:

Born: April 12, 1813

Poet is: Robert Frost

Delivered Speech
Kennedy Inauguation

"Death of Hired Man"
One of his famous Poems

338.

A. "EYE SPY" Teacher shows students a group of items. The class is then asked to cover their eyes while one object from group is removed from the group. Students then uncover their eyes and tell teacher which item is missing.

B. Students read story from chart in which a specified number of events occur. After story is read, teacher removes it from view and in its place shows students sentence strips on which events have been copied. Teacher determines how many stips should be removed and then asks students to place those cards in their proper place.

339.

See activities for Skill 337.

340.

See activities for Skill 337.

341.

A. Provide each child with a short story. Ask questions: "What happened in the story? How did the story start? How did the story end?" Give students crayons and paper. Ask children to draw one thing that happened in the story. After students finish the pictures, have children tell about their pictures.

B. All in a Word - After giving children a short story to read, ask then to think of five words that tell about it. Allow children time to review the story. Then ask "Who can give me one word about this story?" Write the word on the board. "Who can give me another word?" Continue asking for words. Finally ask "What did we say about the story?"

C. The following might be a good activity for the end of the year or for Book Week. Initiate group discussion about the books the children have been reading. As they mention titles, list them on the chalkboard and ask how many others have read the same book. When several books have been listed and at least three or four of the children have read the same book, divide the class into groups according to the particular book read. Tell the children they are going to have a "book fair." Each group will choose a section of the room for their "booth," where they will erect a poster that advertises their book and illustrates events in the book. One member is chosen to tell events in the first part and so on. After the synopsis has been given, the final member of the group will tell why others in the class should "buy" (or read) their book.

342.

A. Listen to a fairy tale or fable and write a few sentences to describe what was going on in the story. "The Boy Who Cried Wolf."

One day a boy, watching his sheep on the edge of a village, thought it would be fun to shout, "Wolf! Wolf!" when there was no wolf. People came running as he supposed they would.

The boy thought this was so much fun that he tried the trick again. But the same people who were fooled before were angry, and they told all the rest about the trick. All of them decided never to go again if the lad called "Wolf!"

After several days passed a wolf really came toward the flock. Then the lad shouted, "Wolf! Wolf! Wolf!" loud and long. Nobody came and the wolf carried off one of the sheep.

B. Present a fable and discuss what happened in the story. "The Fox and the Stork" is a good example. The moral of this story is "One bad turn deserves another." Use others of Aesop's fables and have children write a brief summary of the story. One example from Literacy Plus stresses a verbal response to the literature before children actually write summaries, using fables. Brainstorm; act out a scene; listen to the story; discuss outcome. Then read other fables and have children write brief summaries from oral presentation.

343.

A. Cartoon cutouts - Collect a variety of cartoons from newspapers and magazines. Separate cartoon drawing from its caption. Mount. Write corresponding numbers on the back of each "pair." Laminate. After mixing up cartoons and captions have children match "pairs." Use numbers on the back for self checking.

B. Place several large pictures on a bulletin board. Under each picture write three captions, only one of which is accurate. Discuss with the children why one is superior to the remaining two.

C. From an appropriate basal reader, or other suitable discarded book, cut out pages that contain both an illustration and part of a story. Cut these apart and dry mount the pictures and the stories on separate pieces of posterboard. Laminate. Spread the picture cards out so that all can be seen. Have child pick a story card, read it. Ask child which picture shows what is being described in the story. Place correct picture card with each story.

344.

Skill implies activity.

345.

A. Mimeograph a paragraph from a news article or magazine selection. With children's help, discover the topic sentence. Underline it, then search for key words that tell something about the main idea, Example: Hans Christian Anderson is Honored. A nine-foot statue of Hans Christian Anderson stands in Central Park, New York. Benches just for children have been build around the statue. Here children can listen to old and new stories during warm weather. Thousands of pennies given by children in Denmark and New York City were used to pay for the statue.

346.

A. Title: Telegram. Purpose: To develop skills in finding key words of sentences. Activity: Group Materials: Telegram blanks or ditto of a simulated telegram blank, pencils. Procedure: Children pretend they are invited to visit a friend for the weekend and have written a letter. Teacher composes a ditto with a letter for boys and girls containing information about time and place of arrival, what clothes he or she should bring, whether someone should meet him or her at the station or plane, etc. Suddenly they realize that the letter will not reach their friend on time so they need to send telegrams. Explain that only the most important words of each sentence should be sent. Each child must pick main words or phrases and write them on the telegram blanks. When finished, students may read telegrams aloud and the class will discuss whether the main ideas were included. Ask children to determine the cost of each telegram at the current cost per word.

B. Present sentences and have students look for key words. Example: I saw a big noisy dog. Jane ran very quickly. Key words. I saw dog. Jane ran. Sentence examples: Take the thick red box with you now. Take box now. This is a very nice story about a dog. This story about dog. The nurse gave her some medicine. Nurse gave medicine.

C. Telegrams. When people write telegrams, they use only key words. They must save some space and money. A full message may read. I am arriving in Denver Monday to visit you and stay for three days. I'll drive and arrive by 8 A.M. Ann can't come. She has too much work. See you soon, Bob. In telegram: Arriving Denver Monday 8 A.M. Stay 3 days. Ann can't come. Bob.

D. Have children try to write this in telegram form. "Come to our annual summer swimming party. It will be held on Sunday may 29th at 1 P.M. We're going to barbeque steaks after. Hope you can come and stay for dinner too. Cindy

TELEGRAM

Come - swimming party. May 29th, 1 P.M. - steaks afterwards.

Cindy

E. Newspaper Ads. Directions: Pretend you are selling a used ten-speed Schwinn bicycle. Your price is $45.00 and you can be reached by phone in the morning. The bicycle is in very good condition. Your phone number is 221-1304. (You have only $2.50 to pay for the ad) Each word costs 25¢. Write your message in 10 words or less. Example: Used 10-speed bicycle. $45, good condition. Call mornings 221-1304.

347.

A. Place a paragraph from a book or newspaper arcicle on a transparency and after reading it, have the children discover the topic sentence. Write the key words from the paragraph under the topic sentence. Example: The Argentine fire ants spread quickly. They can fly and crawl. They are good hitch hikers. The ants can drift on floating logs, and can crawl on cars. trains and planes. NOTES: Argentine fire ants can spread rapidly. 1) fly 2) crawl 3) hitchhike - logs cars. Have children write a few phrases or sentences from these notes. See Literacy plus pages 138 and 139.

348.

Prepare a brief report. T/L

A. Student will write a single paragraph description of an object. The aim of the exercise will be to write precisely and objectively about something that both the student and teacher can see. The teacher will read the paragraph, make necessary corrections, and offer suggestions regarding word selection and usage. After reviewing these with the child, the teacher will then ask the student to re-write the paragraph.

B. Student will write a single page description of how to do something. Examples:

1. How to make a "Big Mac."
2. How to build an igloo.
3. How to determine wind direction.

Students may receive assistance in the Media Center in the production of a visual to accompany his/her report.

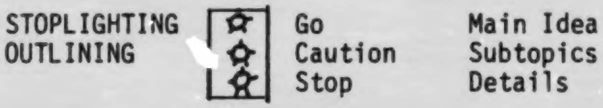
C. The teacher will write several questions on the board related to a given topic. Each student will choose a question. He/She will then re-write that question as a statement. This statement will then become his topic sentence. Supporting evidence, or related sentences, will come from the students answers to the question. Students will also be asked for a sentence of summary.

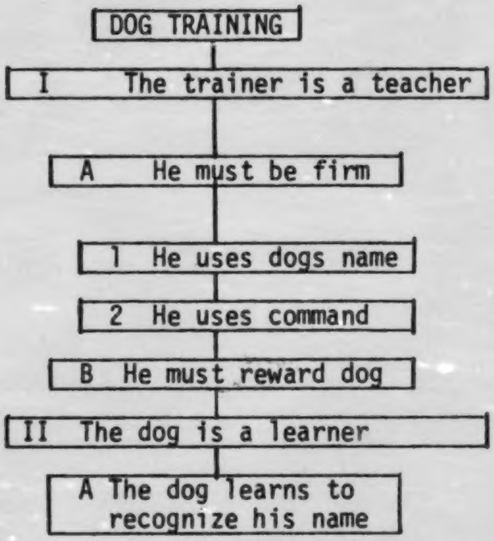
349.

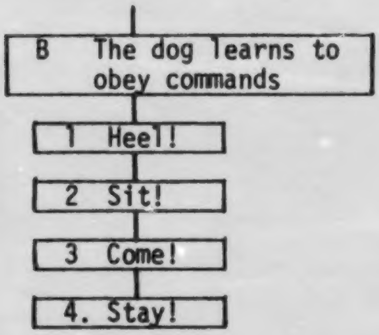
A. The reference report should contain a bibligraphy following the format in the School District Documentation Guide. Use at least three different resources (print and non-print) for the bibliography. Use the outline skills for each grade level (#365 for 4th, #370 for 5th, #373 for 6th) as the basis of note taking. Using the information in the outline, the students are to write their reference report in narrative form.

350.

A. Make magnetic discs which contain Roman numerals and capital letters: I, II, etc.; A, B, etc. Have children manipualte these to form the proper logical order for an outline. Mobile - (Hang in classroom to reinforce form)


STOPLIGHTING
OUTLINING
Go
Caution
Stop
Main Idea
Subtopics
Details


DOG TRAINING
I The trainer is a teacher
A He must be firm
1 He uses dogs name
2 He uses command
B He must reward dog
II The dog is a learner
A The dog learns to recognize his name



B. Present the main idea of an outline form. Ditto material in sentences that pertain to these divisions. Have children place information under proper categories, using correct number, letter form and capitals to begin each item. Mix up the sentences and have the children cut them apart and place them in the proper places.

I. Appearance
  A.
  B.
  C.
II. Habits
  A.
  B.
  C.
III. Movement
  A.
  B.
  C.
IV. Habitat
  A.
  B.
  C.

V. Usefulness to Man

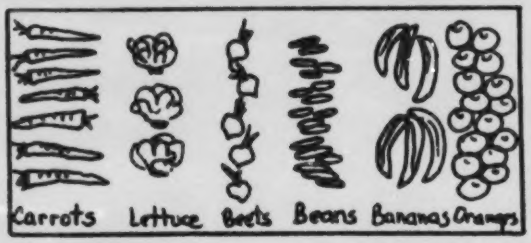
Appearance. Many ducks have brightly colored feathers. A duck's feathers are arranged so that they are waterproof. Ducks grow a special down in the spring.
Habits. Most ducks live in large flocks. Many ducks travel in the fall. As soon as babies are hatched, the mother takes them to the water. Many ducks lay eggs in a neighbor's nest.
Movement. Most ducks waddle. Ducks swim and dive well. They fly 40 to 50 miles per hour.
Usefulness to Man. People eat duck meat. The down is used for pillows and bedding.

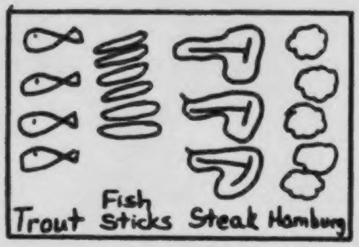
C. How to build a, A Famous Artist, Caring for a pet, A famous scientist, Steps to give artificial respiration.

D. Examine the listings from a TV Guide as a system of organizing data in a highly useful manner. Divisions could be morning, afternoon and evening and their subdivisions. Another division might be game show, sports show, movies, comedies, children's show, talk shows, adventure shows, Children may try rewriting TV movie notes in ad style intended to entice the prospective viewer.

351.

A. Use the pictures below to make an outline using main tipics and subtopics.


Carrots
Lettuce
Beets
Beans
Bananas
Oranges


Trout
Fish Sticks
Steak
Hamburg

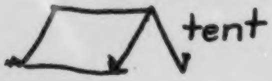
FOODS

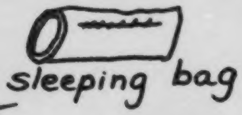
I. Produce
    A. Vegetables
        1.
        2.
        3.
        4.
    B. Fruits

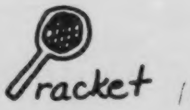
II. Meat
    A.
        1.
        2.
    B.
        1.
        2.

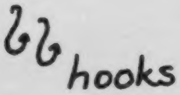
352.

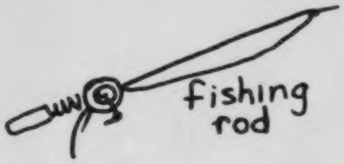
A. Use the pictures of camping and sports equipment to write an outline. Hint: The two main tipics are Camping and Sports. The Title is Recrational Equipment.

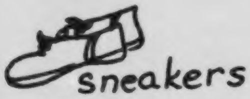


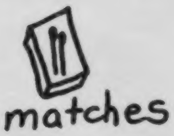

sleeping bag

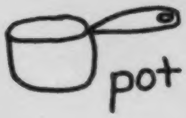





fishing rod







353.

Skill statement and SAM imply activity

354.

Refer to Documentation Guide.

355.

See activities for Skill 6.

356.

See activities for Skill 6.

357.

A. Cones for Sale. Draw shape of an ice cream cone and use it as a pattern. Trace pattern on posterboard making as many cones as needed for your paragraphs. Print a paragraph on the base of each ice cream cone and the accompanying title on the ice cream portion. Laminate. Cut the ice cream portion from the base of each cone. Code backs of pairs for self-checking.

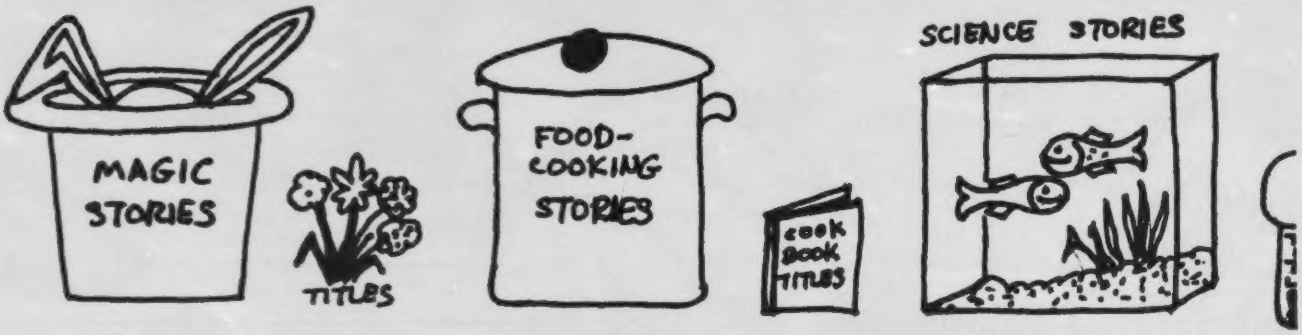
Directions to the child: Read the stories written on each of the cones. Then find the correct name of the story on the ice cream dips. Match each story with the correct title. Check yourself by looking at the backs of cones and dips.

Variation: A. This same activity could be done using dinosauer eggs and dinosauers. May be expanded to include story, title and main idea.

B. Put it in the Can - use 3 trash cans introducing the station and Oscar the Grouch in the last can with Cookie Monster. Write short stories on paper, cut in a design that suggests a character or setting. i.e., An animal story written on a cut out of that animal. Have the child match stories and titles, all extra stories and titles are left in the cans.

B. Materials - Make book covers or obtain them from the library. Write a short synopsis for each story. Have the children match the story with the cover. Make a pocket inside the cover of each book cover for the story.

C. Tell me how! Bulletin Board - Directions: Match the information story with an appropriate title. Follow-up activities can be provided in each of the areas (magic, food/cooking and science).



D. One day Jimmy and Billy were out on a little raft on a lake. The sun was very hot and made them sleepy. When the boys woke up, the raft had drifted far away from the shore. Billy started to paddle the raft with his hands. "Come on, Jimmy," said Billy. "We didn't use our brains, so we have to use our hands." Before long the boys were back to shore.

After reading the paragraphs, children may supply an appropriate title or choose from the following: A Swim in the Lake; Drifting on a Raft; Making a Little Raft.

358.

Adapt activities from skill 370.

A. Have children suggest titles for poems such as the following: (may be done as a station or ditto). Have them compare their titles with the originals.

CLOUDS p. 22

White sheep, white sheep
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow,
White sheep, white sheep
Where do you go?
Christina G. Rosetti

Taken from Poems Children will Sit Still For.

FIREFLY p. 87

I think
If you flew
Up to the sky
Beside the moon,
You would
Twinkle
Like a star.
Li Po

359.

A. One day Jimmy and Billy were out on a little raft on a lake. The sun was very hot and made them sleepy. When the boys woke up, the raft had drifted far away from the shore. Billy started to paddle the raft with his hands. "Come on, Jimmy," said Billy. "We didn't use our brains, so we have to use our hands." Before long the boys were back to shore.

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360.

A. Teacher prepares two boxes on which pictures are placed, one representing the real and one representing the imaginary. She then reads a story containing real and imaginary items such as Goldilocks and the three bears. Items from the story are written on sentence strips. The child will decide if the sentence describes a real situation or an imaginary one and places it in the appropriate box. Answers may be keyed or color coded.

B. Teacher prepares several short stories on chart paper or dittos. Some of these are real and others are make believe. She then reads these stories to the class or they read them together and decide if they are real or make believe. Students then mark an R or an M to designate the appropriate category.

361.

A. Teacher makes two characters, one to resemble an imaginary character and one to resemble a real person. These characters should have large mouths through which cards containing statements about the story, both real and imaginary may be placed. Pupils read stories and then work with cards deciding whether or not statement is real or imaginary and placing it in the appropriate mouth.

B. Teacher finds or composes short story in which real and make believe events occur. This story is placed on a chart or ditto. Each child is asked to read the story. Teacher then selects sentences from story which are stated or inferred and lists those below. Children mark M pr R as it fits the sentence.

C. Arrange with media specialist for learning station to be set up in Media Center. Small groups may be sent to listen to teaching tape and complete accompanying worksheet. A past test may be administered in the classroom. An example of one such tape is Gary, the Ghost Who Became Real, Media Materials, Inc.

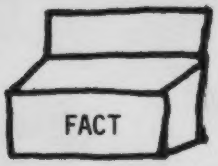
362.

A. Decide if the statement is a fact or an opinion. If the statement is a fact, put an F after it, or if it is an opinion, put an O after it. (a) Hunting accidents have decreased 13% since 1950 _____; (b) Hunters are more careful than fisherman. _____; (c) The new rules for riding bicycles to school are unfair. _____; (d) Our school is the best school in this country. _____; (f) The American flag is red, white, and blue. _____.

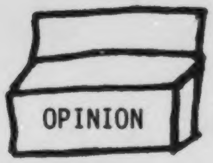
B. Decide which statements in the argument below are opinions and underline them. Martin Bean is the best candidate for class president. He has said that he wants to make a career of politics and has read many books on parliamentary procedure. His opponent, on the other hand, belongs to a crowd that likes to be noticed. This shows that he is a publicity hound who wants to be president to prove his popularity.

Last year Martin was vice president of our class. He is a saftery-patrol leader and recently was elected Co-Captain of his Little League team. Martin Bean has the experience to qualify him for the class presidency.

C. Sorting boxes may be used to allow the students to physically handle sentences which are facts or opinions. The child places the sentence strip in the correct box.



or



D. Have the children write speeches about themselves that include both facts and opinions. Have them underline the facts in red or underline the opinions in red. The speeches could be about running for class president or another office. Example: My name is Susie Student and I think that I would be the greatest class president in the world. I am 11 years old and am an "A" student in both math and reading. I take swimming lessons and I can outswim any student in this entire school.

Since I am so friendly and easy-going, all of the students will love to have me as their leader. Our Election Day is Nov. 11 at 9:00 AM, so please write my name on the ballot.

E. Stimulate thinking about fact and opinion by telling children an opinion such as. "Horses are the most beautiful animals there are." Support your statement. Challenge the children to question you or disagree. If they disagree, ask why?

F. Set up a scene for the children. Have several students dramatize a sudden happening, such as an argument or an accident of some kind. Then have two or three "eyewitnesses" give their opinions or accounts of what happened. Discuss with the children how these accounts differ.

363.

A. Read "The Swing" by Robert Louis Stevenson. Lead the discussion about their experiences, what they saw at the top of the swing; how the wind felt; how they moved their body, etc.

THE SWING

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside -

Till I look down on the garden green,
Down on the roof so brown -
Up in the air I go flying again,
Up in the air and down!

B. Read book Are You My Mother? Discuss being lost and feelings involved. Next, discuss feeling when found. Then, relate these feelings to either a time when the child couldn't find his mother or, how he might feel if this happened to him.

C. Read What Mary Jo Shared. Through discussion, have children tell about something they shared at Sharing Time and why they selectd that particular item.

364.

A. Find the Right Box - Teacher cuts out pictures of items that could fit into a box (old workbooks are a good source). Examples are: hat, baseball glove, ball, tie. Choose items that vary in size, length, height, and dimension. Glue pictures on 3 X 5 index cards and laminate. Draw pictures of boxes which would accomodate each item. Laminate. Code matching item and box on back of cards for self-checking.

Directions to the child - Find a box for each of the items shown on the cards. Remember, the box must not be too big or too small for the item you see on the card. Check your answers on the back of each card when you are done. Be careful not to try fitting a hat in a tie box!

B. Animal Talk - Find expressive pictures of animals. Measure several rectangles on posterboard. Mount pictures on rectangles, leaving enough room to print captions and starter questions. Laminate and cut.

Examples:
1. A cat and dog cuddled together.
   Caption: love
   Starter: These are words to help you in your story: cute, love. pals, puppy, kitten, friends.
2. Two animals looking closely at one another.
   Caption: Oh, my!
   Starter: Here is trouble! Write a story to tell about it.
3. A little kitten with eyes closed.
   Caption: Here is a little kitten
   Starter: Is the kitten sad? Is he sleepy? Is he dreaming? Write a story about the little kitten.

Directions to the child - If these animals could talk, what would they say? Find a picture that you really like and write a story about it.

C. Teacher selects wordless picture storybooks or filmstrips as a bridge between oral storytelling and reading. They encourage children to express feelings verbally and are motivators in recognizing other people's feelings practically and verbally.

365.

A. Riddles - Make up a number of riddles written on cards. Each player takes a card and tries to guess the riddle. The child who guesses the most riddles is the winner. (The sentences should be specific enough to aid children in guessing the riddle. The answer to the riddle should be written on the back of the card so that it can be checked.)

Examples:
1. I'm heavy and I'm hot
   But you move me around a lot
2. I make you look real neat
   When I spread around my heat
3. Press my button, I hear what you say
   Press it again and back I'll play

B. What Is It? - The teacher stands in front of the room. The children are seated. She begins with "I am thinking of something big. It has hair all over its body and can walk on two legs or four legs. It growls. It can swing on a vine. It lives in Africa. What is it?" The first child to guess the answer then gets a chance to stand up and give a verbal puzzle.

C. Read at least half of a story to the class then close the book. Giving careful consideration to the events and circumstances, the children must try to figure out what the outcome of the story will be. Various members of the class should have a chance to tell what they think constitutes a good ending and why. Next, have the class finish reading the story and see whether or not they formed the right conclusions.

D. From an appropriate basal reader, cut out pages that contain both an illustration and part of a story. Cut these apart.

1. Separate the picture cards from the story cards.
2. Spread the picture cards out so that you can see all of them.
3. Pick a story card and read it.
4. Which picture card shows what is being described in the story?

E. After reading a story or a selection, the child is asked to portray one of the characters in the story and then portray the character in a different situation.

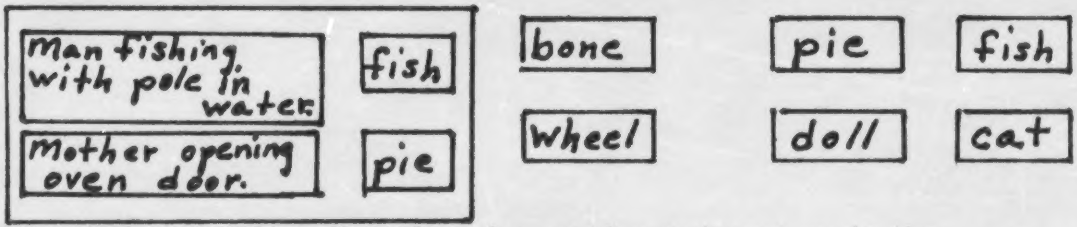
F. After reading a story or selection some types of questions that probe visual imagery are: What does the character look like? How is the character dressed? Describe the setting of the story. The students could either write or draw their responses.

G. Who Am I? - Teacher provides paragraph to be read. Ask child to use the facts in it to decide who each person is. Then draw a line under the worker who is talking.

Example: My first job is to check all the boxes, jars, and cans in my cupboards. Next, I got my pans and pie tins ready. Then I look for eggs, milk, flour, salt, and anything else I need before mixing pies and cakes. Later I boil sugar, melted butter, and food coloring to make my cakes look pretty.
chemist baker
milkman tailor

H. What Will Happen? - Teacher provides 8-1/2" X 11" cardboard with two or three pictures pasted on it; plastic bag stapled to back of cardboard for the pieces to the pictures. Child puts pieces from the bag on desk beside cardboard. He looks at the pasted pictures and determines which piece will depict the outcome of the story picture on the cardboard.

Example:



I. Arrange with the media specialist for a learning station to be set up in the Media Center. Small groups may be sent to listen to a teaching tape and complete an accompanying worksheet. Example: Carnival Cartoons, Media Materials, Inc.

J. Match the Horses - Cut out pictures of horses and mount them on posterboard. Laminate and cut into cards. Write a brief description of each horse on 3 X 5 index cards. Please note distinguishing characteristics of each horse. Laminate. Code each picture and description on back of cards for self-checking.

Directions to child - Match each horse with the sentences that tell about that horse. Check your answers to see if you are correct. Be careful not to let the horse gallop away from you.

K. Which Worker Am I? - Cut out pictures of people in various occupations. Mount pictures on posterboard. Laminate and cut out. Write a description consisting of one sentence or paragraph on 3 X 5 index card. Mount index cards on posterboard. Laminate and cut into cards. Write names of workers on 2 X 4 strips. Code all game parts for self-checking.

Direction to child - Sort all of the pictures and lay them out on the table. Read the sentence cards. Find the picture to go with each description. Match the name cards with their pictures.

L. Hornbook - Find pictures of objects which depict early America - tools, furniture, articles of clothing, etc. Mount and label each picture onto pieces of posterboard which is cut out in the form of hornbooks. Cover each picture with clear adhesive to resemble the horn used in early days. On other side of posterboard print questions or directions such as:

1. How was this tool used? Look for information in the media center.
2. Of what material is this dress probably made? How do you know? Where can you find out?
3. This piece of furniture was used for many purposes. Can you find out what they were?

Directions to child - See how much you know or can find out about early America. Play this game by yourself or with a friend. Visit the media center to find your information. You may also want to share your information by telling or writing stories.

M. Useing Covered Pictures - Using a large bulletin board, create an art gallery. Choose several interesting colored pictures from magazines, attaching them at or below the children's eye level. Cover each picture with a colorful piece of construction paper out of which a small rectangle has been cut. Only a segment of the picture will appear. Above the picture, provide the caption "Can You Guess What Is In The Picture?" Tell the children to write descriptive sentences about two or three of the numbered pictures.

Short stories from the science and social studies materials may be used. The vocabulary should be chosen from the reader. The children are asked to make inferences as shown in the example below. Example: Mr. Brown brought home a package about 6 inches square. The package was carefully wrapped and tied. Mary picked it up and shook it. When Jane picked it up, she smelled it. Penny took it next and held it to her ear. Penny said, "I know what it is! It's a ______________________________.

366.

See activities for 365.

367.

A. Prepare "story starter" on chart paper. Read aloud to children. Children discuss possible endings and choose the most suitable to dictate to the teacher. Completed story is then read aloud.

B. How will it end? - Cover the last picture of a comic strip and ask children to guess what is happening there.

C. Arrange with media specialist for a learning station to be set up in the Media Center. Small groups may be sent to listen to teaching tapes and complete accompanying worksheet. Examples: Birthday Cartoons, Media Materials, Inc. Picnic cartoons, Media Materials, Inc.

368.

A. Short stories are posted on cardboard sheets. Possible conclusions to these stories are put on other cards. The children are to read the stories and the conclusions, then match the stories with an appropriate conclusion.

B. Several books at the children's reading level are displayed. The children are asked to select a book, read it, and then write a different ending for a book. Or, the children are asked to choose a fairy tale they know and to write a new ending for it.

C. How will the story end? -
(1) Greg was the only one to get upset over the big pileup of players at the hockey game. Everyone else laughed. But Greg had good reason to worry. His brother, Tim, was in the pileup, and Tim had gone into the game with a swollen knee. The players on the field untangled their arms and legs, and one by one stood up. Greg breathed a sigh of relief;
(2) Kim will never baby-sit for the Jeffers again, no matter how much they pay her--not after the awful experience she had at their house. The Jeffers were very unfair to her. They didn't tell Kim that there would be nine children from four different families when she agreed to baby-sit. Just then the phone rang. "It's Mrs. Jeffers, Kim," called Kim's mother from the hall. "Tell her I'm not home, Mom," pleaded Kim. "No dear, you must tell her what you decided." "Hello, Mrs. Jeffers, this is Kim ____________________________."
(3) "Don't let Jimmy sell food at the fair. He can be a disaster in a food booth," Frederick warned. "Yeah, last year at the school fair Jimmy ate more hot dogs than he sold," said Rita. "You two are being unfair to Jimmy," said Tasha. "Jimmy is a lot of fun, and he convinced a lot of people to buy from our booth last year. Why, our food booth brought in the most money. Besides that, Jimmy paid for every hot dog he ate. We didn't lose any money at all."

D. Fractured Fairy Tales - Select a fairy tale that is very familiar to all the students, e.g. Sleeping Beauty. Change one of the key parts (the prince does not kiss her) and have the children predict what would happen now.

E. After creating a language experience story (e.g. a field trip), ask the children what would have happened if the bus hadn't shown up, if it had rained, if the teacher had been sick?

F. Read a story, show a filmstrip, or play a record story. Just at the climax, stop and have the children tell how they would end the story. After discussing all of their endings, finish the story to allow them to hear how the author ended his story.

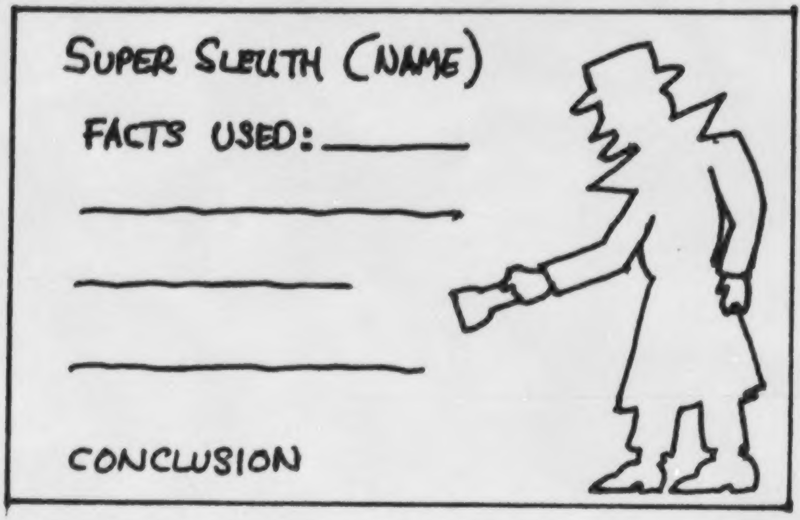
G. Use cartoon sequences that do not have words. Have the students draw the final picture or pictures of the sequence and explain how they ended the cartoon story.

369.

A. Adapt and extend activities for Skill 367 and 368.

370.

A. Read or have the children read Encyclopedia Brown stories or Three Minute Mysteries. The children try to solve the mystery. A ditto could be prepared on which the children list their conclusion and the facts they used to arrive at the conclusion.



SUPER SLEUTH (NAME)

FACTS USED: ______

______

______

______

CONCLUSION

371.

Adapt activities from skill 372.

372.

A. As a preliminary activity to identify mood, play some mood music while the children draw, paint or dance to the pictures that the music expresses upon their minds. Some suitable and favorite selections are Tchaikovsky's "Nutcracker Suite," and "Sleeping Beauty Ballet," and "Swan Lake." Moody Blues "Drop of Future Past," La Mer" by Debussy, "Wm. Tell Overture" and Dance of the Hours" by Rossini, and 2001 Space Odyssey and Star Wars Sound Tracks.

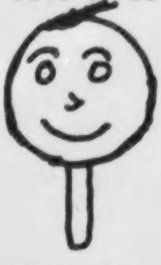
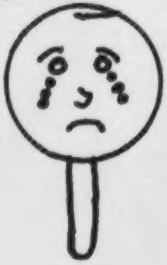
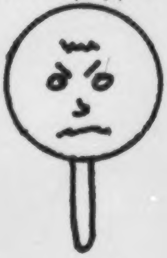
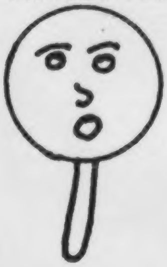
B. As a preliminary activity on a higher level, play the game "Read the Message." The class is divided into two teams. One student momentarily leaves the room while a member of his team draws an emotion slip from a grab bag. In the bag are slips of paper bearing a range of feeling words - resentment, irritation, exhaustion, boredom, loneliness, pleasure, fear, hopelessness, etc. When the student returns, his team mates make facial expressions that communicate the feeling they have drawn from the grab bag.

C. Present a picture which emotes strong feeling. Next present several sentences which could be said by the characters in the picture. The teacher reads the sentences as statements, The child repeats the sentences as though he were a character in the picture. Example: picture of people watching a circus parade--use sentences such as: I see the clowns! Horray, here comes the band!

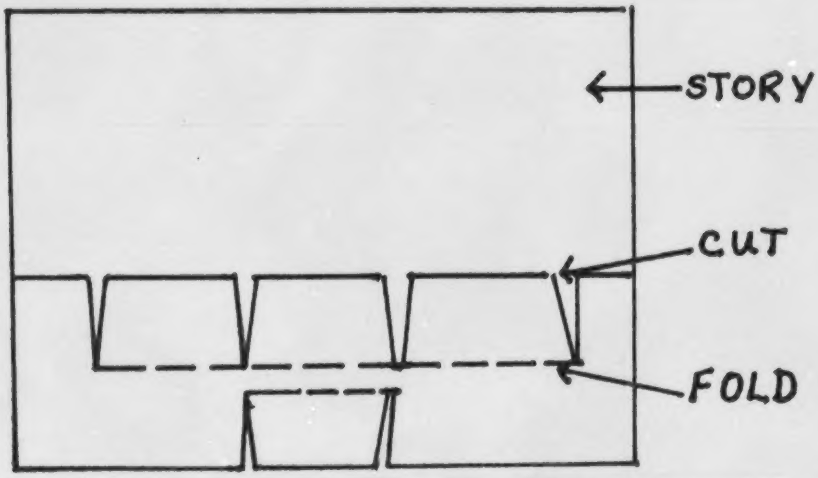
D. Each child is given three cards showing the period, question mark and exclamation mark. Teacher reads a sentence and child holds up card with appropriate ending punctuation.

E. Choose a collection of poems which convey several different feelings (sadness, anger, etc.). Have child match feelings to correct poems. (see poems listed under Skills 307 and 374.)

F. Using tongue depressors and circles of oaktag approximately five inches in diameter, construct stick puppets, each showing a different feeling. After reading several selections, child holds up stick puppet showing correct feeling.

G. How Do You Feel? -
Materials Needed - posterboard - 4 pieces 9" X 7" and 4 pieces 3" X 7", scissors, ruler, glue or tape, felt-tipped pen.
Making the Game - Cut the 3" X7" pieces as shown. Fold the flaps using a ruler or straight edge so that they fold evenly.



Glue or dry mount the 3" X 7" piece of posterboard on top of the large piece. It should be at the bottom as shown above. DO NOT glue the flaps!

Copy the following stories, one each, on the large posterboard pieces as shown above.
Bend each flap up and copy the answers that are listed after each story. Don't forget to use the self-check.

Story 1:

The little house sat on the hill watching the white clouds leap-frogging across the sky. She could see the children in the distance climbing the old cherry tree. "My" she thought, "Summer is my favorite time of the year."

BRAVE HAPPY UPSET

Story 2:

The little house had not been taken care of for many years. Her paint was peeling and several of her windows were broken. No one had lived in her for such a long time that she could just barely remember the fun she used to have with the children.

GLAD LAZY SAD

Story 3:

It was a very dark night for the moon was hidden by the black clouds. "Oh," the little house thought, "I wish I wouldn't tremble so much on nights like this." But the wind whistling through the tree branches made such a moaning sound that she began to shake even more.

STRONG FRIGHTENED PLEASED

Story 4:

"Oh dear," the little house wondered, "What are those men putting on my front lawn?" It looked like they were hammering in a sign. Then the little home knew it was a FOR SALE sign. This meant that her nice family would soon be moving out. She wondered what was to become of her.

UPSET TIRED SAFE

Student Game Directions -

1. Take one of the gameboards out of the box.
2. Read the story. How do you think the house feels?
3. Lift flap A. Is this how you think the house feels? Lift flaps B and C.
4. When you think you have the right answer, lift the "self-check" flap and see if you are right.

373.

Adapt activities for Skill 372.

374.

A. Adapt activities listed for Skill 307.

B. Have the students read poems, especially by Shel Silverstein, "Where the Sidewalk Ends." After reading them, the student tries to identify speaker's message.

SMART

My dad gave me one dollar bill
'Cause I'm his smartest son,
And I swapped it for two shiney quarters
'Cause two is more than one!

And then I took the quarters
And traded them to Lou
For three dimes - I guess he didn't know
That three is more than two!

Just then, along came old blind Bates
And just 'cause he can't see
He gave me four nickels for my three dimes,
And four is more than three!

And I took the nickels to Hiram Coombs
Down at the seed-feed store,
And the fool gave me five pennies for them,
And five is more than four!

And when I went and showed my dad,
And he got red in the cheeks
And closed his eyes and shook his head -
Too proud of me to speak!

NO DIFFERENCE

Small as a peanut,
Big as a giant,
We're all the same size
When we turn off the light.

Rich as a sultan,
Poor as a mite,
We're all worth the same
When we turn off the light.

Red, black or orange,
Yellow or white,
We all look the same
When we turn off the light.

So maybe the way
To make everything right
Is for God to just reach out
And turn off the light.

TO A SQUIRREL AT KYLE-NA-NO
From Poems Children will Sit Still For

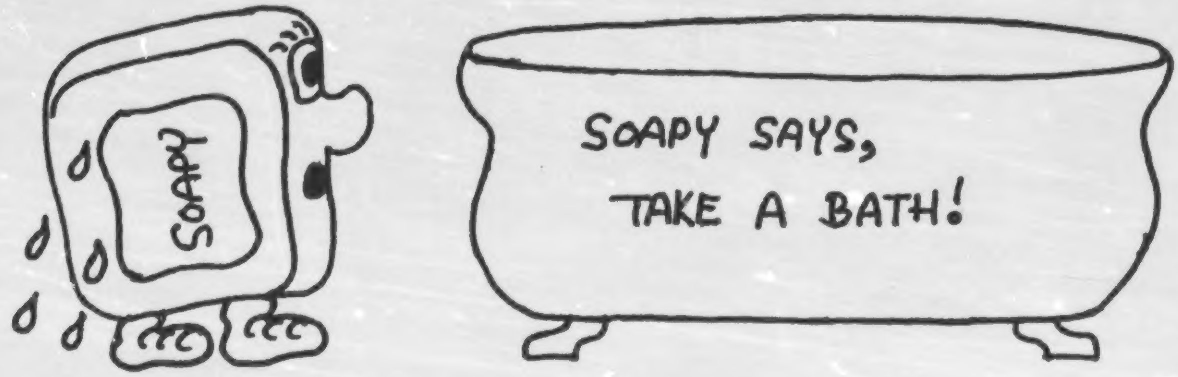
Come play with me.
Why should you run
Through the shaking tree
As though I'd a gun
To strike you dead?
When all I would do
Is to scratch your head
And let you go.

William Butler Yeats

375.

A. Choose a game or a recipe. Write a list of directions for playing the game or making the recipe. In the directions, include several sentences which do not belong. Child must rewrite the directions, excluding the irrelevant sentence. Examples of irrelevant sentences: Close the door. Blow your nose. Pull up your sock.

B. Taking a Bath -


SOAPY
SOAPY SAYS, TAKE A BATH!

Put a check mark at each sentence that is relevant to taking a bath.

_________ Soap your body.
_________ Put your head on a pillow.
_________ Get out of the tub.
_________ Take off your clothes.
_________ Open your book.
_________ Check the oven.
_________ Dry off with a towel.
_________ Wash your shirt.
_________ Rinse your body.
_________ Go to the mailbox.
_________ Get in the tub.

C. Super Snoop -
The Fire - Super Snoop has been called to investigate the scene of a late night fire. The fire occured at the home of a wealthy banker, whose family had just

left for a vaction. Super Snoop, upon entering the house, finds the entire downstairs portion smoldering. As he looks around, he discovers the sofa scorched and heavily damaged. Pictures and paintings are smoked and most of the frames are charred. As Super Snoop moves into the kitchen, he discovers that the cabinets and appliances are severely burned. There are the remains of an ironing board, with an iron plugged in, standing in the middle of the floor. Dishes glasses, and other utensils are scattered over the floor. Many have exploded from the intense hear.

In the library, Super Snoop finds less damage. Although the books and other articles are smoked, they are not destroyed.

Super Snoop smiles; he had found the cause of the fire. It is:

1. the smoldering sofa
2. the library books
3. the iron in the kitchen
4. the charred pictures

The Robbery - Super Snoop receives an early morning call from a friend. who has just opend his shoe store. The owner is frantic because his store has been robbed. Super Snoop agrees to investigate immediately. He tells the owner not to touch anything and that he will be over right away.

As Super Snoop reaches the door of the shop, he notices that the wood surrounding the lock has been scratched, but the lock is in tact. The owner shows Super Snoop the empty, opened cash register and the empty shoe boxes scattered all over the floor.

The owner expresses confusion concerning how the burglars entered the shop. He tells Super Snoop that all the doors were locked securely. Super Snoop decides to look over the rest of the premises. As he is looking through the building, he finds a small restroom, a storage room, and a repair room. The window of the repair room is slightly ajar to let the fumes of the shoe glue out. There is a large crack in the restroom wall. The owner is quite puzzled when Super Snoop tells him that the burglars entrance has been found. Super Snoop tells him the burglars entered through:

1. the front door of the shop
2. the storage room
3. the restroom
4. the repair room

The Trip - Super Snoop was enjoying a pleasant trip to California. The flight was a little off schedule because of bad weather; but according to his watch, they should be landing soon. Then the pilot's voice echoed through the cabin. "We are going to make an emergency landing. Please remain calm and fasten your seat belts."

Passengers whisperd quietly as the plane circled the airport. But as the plane made a sudden lurch and the engine sputtered, the whispers turned to frightened gasps. The passengers braced themselves for landing. There was a thud followed by screams as the aircraft skidded sideways across the runway. The passengers scurried from the plane afraid that fire would engulf the fuselage.

As the relieve but still shaken passengers loaded into buses to be carried to the airport terminal, they looked back at the giant aircraft resting on its belly. Super Snoop looked back too and knew why the airplane has crashed. Do you?

1. thunderstorm
2. faulty landing gear
3. engine trouble
4. a fire

ANSWERS: 3 iron 4 the repair room 2 faulty landing gear

376.

Skill implies activity

377.

A. Phrases are selected from the text and the children either write the meaning or give the answers orally. Example: 1) A peck of trouble means ______________________. 2) White as a sheet means ________________________________. 3)Slept like a log means ________________________________.

B. Exercises containing the idioms found in the reading assignments are prepared. Directions: Underline the meaning of each phrase. 1) On the other hand (the opposite - likewise) ______________________________. 2) Angry, white-capped waves (rough water - calm water) _________________________.

C. Rewrite each sentence below in an exaggerated manner that emhasizes the point being made. Illustrate one of your sentences. Example: The football player was large. The football player was as big as a horse. 1) The wind was cold. 2) My brother has big feet. 3) He was very surprised. 4) I was frightened. 5) Dad was angry.

[NOTE: SKILL NUMBERS IN PARENTHESE PRECEDING SOME OF THE FOLLOWING ACTIVITIES INDICATE THAT THE ACTIVITY IS ALSO APPROPRIATE FOR THAT SKILL.]

378.

A. Mike leaned on his six-foot-long rifle and dreamed about becoming a boatman. He watched the water churn against the sides of the river craft, sparkling like soapsuds. Best of all, he liked watching the men who ran the boats. Most of them were as powerful and as full of brag and fight as he was. A few wore red feathers in their hats. A red feather meant that the person wearing it was the roughest, toughest, hardest-to-beat riverman around.

"I aim to get me a red feather," Mike decided. "I aim to get me all the red feathers there are from here to the Rockies, and on the other side too."

Mike told his folks good-by, polished up Bang-All until it glittered like a hive of bees, and walked up to the first keelboat captain he found in Pittsburgh.

"What can you do?" the captain asked Mike.

"There's just about nothing I can't do," said Mike, "except possibly drink up the Pacific Ocean in one swallow. Otherwise, I can out-roar a mother hurricane and all her family, knock down a thunderbolt with my breath, spit the Sahara Desert into a flood, and in my spare time, haul up so many whales, the Atlantic will sink a hundred feet. I can also do a few other things that I can't even think of right at the moment."

From American Tall Tales by Adrien Stoutenburg.

(378) 1. What kind of person was Mike Fink?
2. The author uses exaggeration to describe Mike Fink.
(377) Find two examples of exaggeration.
(366) 3. What is a Bang-All?
(370) 4. What do you think Mike will do to earn a red feather?
(377) 5. A simile is a comparison using like or as, such as, His teeth were like pearls. Find an example of a simile in paragraph 1 and paragraph 3.
(359) 6. What title could you give the story?

379.

A. They both stood motionless. Gary had his hand up to his mouth and Edward had one foot half lifted, the toe lightly touching the ground. Edward now slowly placed his foot on the floor so that he stood in a balanced position, ready to move quickly if he should wish to. Gary's fist appeared to be pressed against his teeth. His legs made an angle at the knees.

1. How do the boys feel? How does the author let you know?
(366) 2. Where do you think the boys are?

Julie of the Wolves Jean George
Selection: p. 138 last paragraph "She did not hear the airplane ....
to the bottom of P. 140, "Her throat constricted with great ....
(Do not give title of the book until after questions have been answered)

(366) 1. Where do you think Julie lives?
(379) 2. How do you think Julie felt when she realized the hunters were not after her but Amarog?
(366) 3. What do you think Amarog was?
(366) 4. Why do you think the hunters were after Amarog?

"Apparently she had been seen. She kicked snow over her sled and pack and crawled to the front of the barrel. It was sealed. She could not get inside. Scurrying to the other end she found that it, too, was closed.

(377) 5. What was Julie trying to do?
(372) 6. How did this selection make you feel?

The Mouse and the Motorcycle Beverly Cleary
Selection: P. 12 "Most of all Ralph's mother worried about Ralph.
to P. 14 "But how to start the motorcycle?"

(366) 1. Where do you think Ralph lives?
(366) 2. What do you think happened to Uncle Victor?
(366) 3. Where would a mouse go on a motorcycle?
(366) 4. What kind of a driver do you think Ralph will be?
(366) 5. Do you think Ralph and his mother had a hard time understanding each other?
(383) Do you have the same problem as Ralph? How do you handle it?

Charlie and the Great Glass Elevator Ronald Dahl
Selection: P. 104 "Recipe for Making Wonka Vite" to end of P. 105.

1. Would you want to take a Wonka-Vite pill?
2. What do you think Wonka-Vite will cure?
3. Do you think it would be possible to actually find the ingredients for Wonka-Vite?
4. Why do you think the author created such a list of ingredients.
5. What do you think would happen to you after you take a Wonka-Vite pill?

Peter and Veronica Marilyn Sachs
Selection: P. 116, 4th paragraph - P. 117, 1st paragraph.

(366) 1. Why do you think Peter's mother doesn't want the girl to come?
(366) 2. Do you think Peter's father made a fair decision?
(378) 3. What type of man is Peter's father?
(379) 4. How do you think Peter felt about his father's decision?

(370) 5. Do you think the girl is invited?
(366) 6. Which one of Peter's parents would he go to if he had a problem?
(383) 7. Do you usually choose one of your parents to confide in?

The Witch of Blackbird Pond   Elizabeth George Speare

While living on the island of Barbados, Kit learned to swim, but she quickly learned while sailing to the 17th Century Connecticut that being able to float was a true sign of a witch.

Kit left the Dolphin in Weatherfield. No town, not a house, only a few men and boys and two yapping dogs who had come to meet the boat. With something like panic, Kit watched Goodwife Cruff descend the ladder and stride ahead of her husband along the wharf. Prudence, dragging at her mother's hand, gazed back imploringly as they passed.

"Ma," she ventured timidly, "the pretty lady got off her at Wetherfield!"

Kit summoned the boldness to speak to her. "Yes, Prudence," she called clearly, "And I hope that I will see you often."

Goodwife Cruff halted and glared at Kit. "I'll thank you to let my child alone!" she spat out. "We do not welcome strangers in this town, and you be the kind we like least."

Nat Eaton, the captain's son, helped to carry Kit's trunks to the home of her Aunt Rachel. "Remember," he said (p.31) softly, "Only the guilty ones stay afloat." And then he was gone.

(383) 1. Would you like to live in Connecticut in the late 1600's?
(378) 2. Would Goodwife Cruff make a good neighbor?
(366) 3. What do you think Kit might do to be accused of being a witch?
(366) 4. Do you think the whole town will be like Goodwife Cruff and dislike strangers?
(366) 5. Why do you think Kit would travel so far to Weathersfield?

P. 212-215

(366) 6. Why does a woman, even if found not guilty, always lose the water test?
(370) 7. How could Kit survive the test?
(377) 8. Rewrite the following sentence as you and I would say it: "Sir, I've summat to say as makes sense....." Why do you think the author wrote it as he did?
(358) 9. What would be a good title for this selection?

The Bears' House   Marilyn Sachs

Selection: P. 1 to P. 2 end of first full paragraph to P. 4 last paragraph to end of P. 6.

(383) 1. What things might a child do to improve himself or herself?
(370) 2. What do you think is Fran Ellen's secret about the Bears' House?
(378) 3. If Fran Ellen were in your class, do you think you would like her for a friend? Why or why not?
(378) 4. How might Fran Ellen improve in order to earn the Bears' House?
(366) 5. Do you think it would be fair for Jennifer to get the Bears'House? Why?

My Side of the Mountain   Jean George
Selection: "A Brief Account of What I Did About the First Man who was After Me.
first 6 paragraphs.

(377) 1. "I can only say that after living so long with the birds and animals, the movement of a human is like the difference between the explosion of a cap pistol and a cannon." What is the author trying to tell you about people?
(366) 2. Why do you think the author thinks the forester is looking for him?
(366) 3. Do you think the forester will find him?
(379) 4. How did the author's feelings change from the time he thought he was being hunted to the time he was feeding the baby falcon.
(382) 5. What information supports that Sam knew about raising falcons?
(383) 6. Have you ever raised a pet? How would your experiences be similar to or different from raising a baby falcon?
(378) 7. What type of person do you think Sam is?

Charlotte's Web   E. B. White
Selection: Chapter 2 "Wilbur" Paragraph 1

(366) 1. Who do you think Wilbur is? Read paragraph 2.
(382) 2. Do you still think your idea is right? What further information supported your idea or changed your idea?

The Best Christmas Pageant Ever   Barbara Robinson
Selection: P. 1, paragraph 1, Page 4 (selection chosen is not holiday-related)

(383) 1. Have you ever met anyone like the Herdmans?
(378) 2. What would you expect the Herdmans to look like?
(370) 3. What other terrible things do you think the Herdmans might do?
(370) 4. How do you think the Herdmans would become involved in a Christmas pageant?
(379) 5. How do you think the Herdmans would feel about going to church?
(372) 6. A fire is a dangerous, usually sad, event. How did you feel after hearing about the fire in this story? Why?
(358) 7. What title would you give to this selection?

380.

A. Use the following sources to decide if the author's purpose is to: advise, inform, influence, entertain.
1. Newspaper articles
2. Magazine stories
3. Cartoons
4. Content area selections
5. Poetry
6. Books

381.

See activities for Skill 6.

382.

A. Read the story. Then read the statements that follow the story. If a statement is true, write a T next to it. If a statement is false, write an F next to it.

The sound of shattering glass broke the stillness of the night. At the same time an alarm went off inside the jewelry story. Two masked robbers reached through the broken window. Then hearing the sound of police sirens, the robbers dashed across the street and disappeared into an alley.

The sirens grew louder and louder. A police car raced down the street and screeched to a stop. Two police officers jumped out, guns in hand. A man drove up in his car. He was the owner of the jewelry story.

After looking over the damage, the owner laughed. "Well," he said, "Those robbers may think they have a trayful of diamonds, but all they have are a few dollars' worth of fake jewels. I have the real diamonds locked up in my safe."

_______ 1. The police officers had guns.
_______ 2. The real diamonds were locked in a safe.
_______ 3. The robbery happened during the day.
_______ 4. An alarm rang inside the store.
_______ 5. The police officers caught the robbers.
_______ 6. The owner of the store was mad.
_______ 7. The fake jewels were taken by two robbers.
_______ 8. The real diamonds were stolen.
_______ 9. The robbers disappeared into an alley.
_______ 10. The police officers laughed at the owner of the store.
_______ 11. The owner of the store came in a police car.
_______ 12. The robbers ran when they heard the police sirens.

B. Read the following paragraph carefully. Below each paragraph are three facts. Put a check next to each fact that is not found in the paragraph. (1) It was a beautiful April day. The sun was shining, and the sky was clear. A steady breeze kept Daryl's bright orange kite flying high above the pine trees.

_______ 1. It was Saturday
_______ 2. Daryl's kite was bright orange
_______ 3. The month was April

(2) The candy store on the corner of Main Street also sells ice cream. Sometimes I take my little sister, Carrie, along when I go there to buy ice cream cones. Even though the store has twenty flavors of ice cream, Carrie always chooses vanilla.

_______ 1. On the corner of Main Street there is a candy store that sells ice cream
_______ 2. A bicycle shop is next door
_______ 3. The candy store sells twenty flavors of candy

(3) The doorbell rang, and Colette woke up. Her clock said seven o'clock, and the morning sun was shining through her window. Colette pulled on her blue robe as she raced to answer the front door.

_______ 1. Colette woke up at Seven o'clock in the morning
_______ 2. Colette's robe is blue
_______ 3. Colette woke up when the telephone rang

C. Read the following news story. Then read the statements below the news story. If a statement is true, write T next to it. If a statement is false, write an F next to it.

FLOODING CAUSES DAMAGE AT CITY ZOO

Thomas Vicks of the Williamsport Zoo announced that yesterday's heavy rainstorm and flooding caused only slight damage in the zoo. Vicks said that luckily no animals were lost. Vicks added that a baby yak was close to drowning in water over three feet deep, but the zoo keepers got to it in time and moved it to higher ground. The baby yak was born only two months ago. There was some other excitement when the floodwater filled the otters' moat, making it impossible for the otters to excape. But at feeding time a few hours later, they returned to their moat. They were looking for someone to feed them. Vicks said that all the animals are now safe and well.

_______ 1. Floodwater made it possible for the otters to escape.
_______ 2. A baby yak was born at the Williamsport Zoo yesterday.
_______ 3. A heavy rainstorm caused a tremendous amount of damage at the zoo.
_______ 4. The floodwater at the zoo was over three feet deep in some places.
_______ 5. The otters didn't return to their moat even at feeding time.
_______ 6. Thomas Vicks announced that even though the zoo was flooded, all the animals are now safe and well.
_______ 7. Nothing was done to save the baby yak from drowning in the high water.

383.

Refer to note preceding Skill 378.

384, 385, 386.

Adapt the following activities to the appropriate skills.

A. Sample Analogies - (1) White is to black as night is to (a) evening, (b) sunset, (c) day, (d) purple, (e) darkness; (2) Cold is to frigid as heat is to (a) fuel, (b) ice, (c) warmth, (d) dryness, (e) rain; (3) Fat is to stout as huge is to (a) puny, (b) minute, (c) curt, (d) gigantic, (e) emaciated; (4) Top is to bottom as zenith is to (a) altitude, (b) nadir, (c) depression, (d) navigation, (e) planets; (5) Crew is to ship as student is to (a) learning, (b) school, (c) books, (d) study, (e) voyage; (6) Inhabitant is to city as fish is to (a) fisherman, (b) boat, (c) metropolis, (d) beach, (e) sea; (7) Paper is to writer as lumber is to (a) stenographer, (b) plumber, (c) garbageman, (d) postman, (e) carpenter; (8) Pink is to red as tan is to (a) orange, (b) aquamarine, (c) brown, (d) crimson, (e) azure; (9) Bracelet is to wrist as ring is to (a) finger, (b) telephone, (c) silver, (d) circle, (e) diamond; (10) Temperature is to thermometer as size is to (a) little, (b) ruler, (c) clothing, (d) box, (e) big.

B. TV Analogies - TV analogies should be up-to-date and reviewd by the teacher every 13 weeks or less. Example: Motorcycle: Fonzie as batmobile: Batman; Hawaii Five-O: Honolulu as Good Times: Chicago; Fred: Pebbles as Mr. Brady: ________________. All sorts of TV trivia are suitable for analogies: time slots, spinoffs, stars, characters, settings, etc. Students may enjoy making their own TV trivia analogies.

387.

Skill statement implies activity.

389, 390, 392, 393.

A. Choral reading.

B. Oral reading of language experience stories

C. Reader's Theater.

391.

A. Child reads same selections conveying a different emotion in each reading.

B. Rewrite a fairy tale or nursery rhyme as a puppet show.

394.

Skill statement implies activity.

395, 396, 397, 398, 399.

Oral reading. Skills imply the activities.

400.

(Refer to Literacy Plus and The Whole Word Catalogue for activities.)

As a part of reading for enjoyment and responding to literature, fifth graders will visit the Lancaster County Library Center for Youth. The staff will explain the Summer Reading Program and encourage the fifth graders to participate. Pre-registration will occur with a follow-up mailing to be handled by the School District of Lancaster.

Those students who do not have borrower's cards will obtain them. The visit should be scheduled through the School District of Lancaster building library/media person for a date after March 1.

401.

Skill statement implies activity.

SAM's

SKILL ACQUISITION MEASURES

6

TEACHER'S MANUAL

Measures for Communication Arts
skills taught at level 6 of the
elementary skills sequence.

SCHOOL DISTRICT OF LANCASTER

SCHOOL DISTRICT OF LANCASTER
225 WEST ORANGE STREET
LANCASTER, PENNSYLVANIA 17604

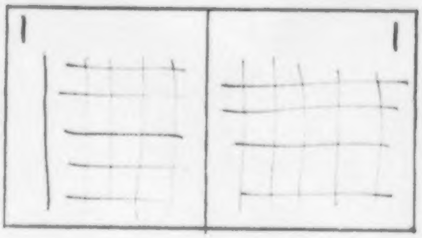
To the reviewer:

This section provides you with a sample of one level of our assessment program. The complete program includes student SAM's, Teacher's Manuals, and class record sheets for levels 2, 3, 4, 5, and 6.

Student SAM's, on the right side of each page in the manual, are available at all levels for all teachers.

A computer printout is prepared at the end of the year from all class record sheets to indicate curriculum congruence among schools, grades, and levels.

For purposes of assembling the class records sheet, match page numbers as shown below.



1-

SCHOOL DISTRICT OF
LANCASTER

COMMUNICATION ARTS
LEVEL 6

TEACHER________________

SCHOOL________________

GRADE________________

YEAR________________

			T	A		T		A	T	B-T	B-T	B-T	B-T	B-T	B-T	B-T	B-T	B-T
	Directions/information	Directions/information	Listen and respond	Draw conclusions	Types of sentences	Evaluate content	Oral presentation	Draw inferences	Summarize material	Speak and enunciate	Identify main idea	Double negatives	Tell a story	Group discussion	Rehearsed situations	Keep to subject	Express thoughts	May/can, etc.
PUPIL'S NAME	2-1	2-2	3	6	7	8	9	10	11	12	22	23	25	26	27	28	29	32

8/80

B-T	C-T	C-T	C-T	C-T	C-T	T																			
Verb tense forms	Slant/form/spacing	Cursive letters	Proper position	Ease and speed	Keep neat margins	Manuscript in projects	Add suffixes	Isolate components	Define prefixes	Divide into syllables	Predicate nouns	Nouns as subjects	Use pronouns	Verb and auxiliary	Verbs of being	Sense verbs	Identify verbs	Principal parts	Compound subject/verb	Noun/verb agreement	Possessives	Adjectives	Adverbs
33	48	49	50	51	52	53	122	128	129	130	140	141	145	149	150	151	152	153	154	155	158	160	163

2

SCHOOL DISTRICT OF
LANCASTER

COMMUNICATION ARTS
LEVEL 6

TEACHER________________

SCHOOL________________

GRADE________________

YEAR________________

PUPIL'S NAME	Prepositions 164	Object of preposition 165	Label sentences 168	D-T Write a narrative 191	D-T Write poems 192	Arrange sentences 199	Recognize sentences 200	Keep to subject 201	E Construct paragraph 202	E Coherent, unified 203	F Friendly letter 207	F Address envelope 208	Compose sentences 209	Sentence fragment 210	Rewrite fragments 211	Run-on sentence 212	Rewrite run-on 213

2

		G-T	G-T				H	H								T					I-T	I-T	T	
Capitalization 219	Quotation marks 225	Correct word usage 226	Proofread 227	Alphabetical order 234	Guide words 244	Find meanings 246	Divide words 247	Accented syllables 248	Locate plurals 249	Locate roots 250	Parts of speech 252	Origins of words 253	Locate information 254	Use the context 274	Multiple meanings 279	Develop vocabulary 281	Idiomatic expressions 282	Identify metaphors 283	Identify similes 284	Coined words 285	Word study skills 289	Assigned lists 290	Spell words correctly 291	Fiction/nonficti 302

3

SCHOOL DISTRICT OF LANCASTER

COMMUNICATION ARTS
LEVEL 6
TEACHER____________
SCHOOL____________
GRADE____________
YEAR____________

PUPIL'S NAME	Follow printed directions 308	T Use guide words 309	Telephone directory 311	Special reference 313	Card catalog 314	Locate author 315	J Skim to select 316	J Skim to locate 317	J Encyclopedia 318	J Cross reference 320	Read graphs, charts 321	K-T Use newspapers 322	K-T Parts of newspaper 323	K-T Types of news stories 324	K-T Slanted headlines 325	K-T Propaganda 326	T Newberry Award 328	L State main idea 333

J Select facts 334	L Identify topic sentence 336	J Arrange information 340	J Write a summary 342	L Identify key words 346	J Reference report 349	Outline 353	Bibliography 354	L Supply title 359	Fact and opinion 362	Hidden meanings 366	M Predict outcomes 370	M Identify mood 373	Identify meaning 374	M Discriminate relevant 375	Visual imagery 376	M Descriptive words 377	M Character traits 378	M Interpret traits 379	L Author's purpose 380	Draw conclusions 381	M Verify information 382	M Relate to known 383	Create analogy 386

4

SCHOOL DISTRICT OF
LANCASTER

COMMUNICATION ARTS
LEVEL 6

TEACHER________________

SCHOOL________________

GRADE________________

YEAR________________

PUPIL'S NAME	N-T Read clearly 392	N-T Discriminate punctuation 396	N-T Read w/o looking 397	N-T Read with understanding 398	N-T Read with phrasing 399	O-T Read silently 400	O-T Adjust reading speed 401												

SKILL ACQUISITION MEASURES

Introduction

The Skill Acquisition Measures (SAM's) are criterion-referenced tests; that is, they are intended to measure a student's mastery of a skill according to a designated level of mastery at a designated level of instruction. The emphasis is on the individual student's learning progress rather than on the instruction and progress of an entire class of students.

Administration of SAM's should reflect the instructional style of the individual teacher. Depending upon the nature of the instruction and the needs of the students, teachers may administer SAM's to individual students or to groups of students. Furthermore, teachers may administer a single SAM or clusters of SAM's in any sequence compatible with his or her instruction.

Some skills have already been clustered so that administering a single SAM will assess mastery of two or more skills. A list of these clusters of skills is found on the following page. The SAM for each cluster is located in the SAM Teacher's Manual according to the number of the first skill in the cluster.

Not all skills have corresponding SAM's; however, the SAM Teacher's Manual suggests ways to evaluate such skills. Teachers must assess mastery of these skills with some means other than a SAM and record the assessment on the Class Record Sheet. These skills are coded with a T on the Class Record Sheet. A list of these skills is also provided on the following page. Additionally, it should be noted that some of the clustered skills are to be teacher-tested.

SAM's should be administered approximately one week after completion of instruction in the skill(s). A student who does not meet the criteria for mastery the first time he or she takes a SAM should be retested after additional instruction. No SAM should be administered to a student more than three times.

Each student's name should be listed on the Class Record Sheet. As each SAM or teacher assessment is administered, the teacher is to enter in the appropriate box a plus sign (+) if the student has met the criteria for mastery or a minus sign (-) if the student has not met the criteria. A student who is retested with a given SAM could have two -'s and one + in the corresponding box. In instances of retesting, minuses and pluses should be entered vertically, i.e., $\begin{smallmatrix}-\\-\\+\end{smallmatrix}$. For curriculum assessment purposes, empty boxes on the Class Record Sheets will be interpreted to mean that a skill was neither taught nor tested.

Class Record Sheets should be kept up to date as skill acquisition is measured both as an aid in monitoring the curriculum and as an aid in identifying groups within a class.

All SAM materials should be kept in a secure location. Used test materials should not be returned to students.

Questions regarding the administering, evaluating, or recording of SAM's should be directed to the appropriate program specialist at the Curriculum Office in the Haupt Building.

The following skills are clustered so that they may be assessed with a single SAM or teacher test. Skills in each cluster are identified by the corresponding cluster letter on the Class Record Sheet.

A. 6, 10

B. 12, 22, 23, 25, 26, 27, 28, 29, 32, 33

C. 48, 49, 50, 51, 52

D. 191, 192

E. 202, 203

F. 207, 208

G. 226, 227

H. 247, 248

I. 289, 290

J. 316, 317, 318, 320, 334, 340, 342, 349

K. 322, 323, 324, 325, 326

L. 333, 336, 346, 359, 380

M. 370, 373, 375, 377, 378, 379, 382, 383

N. 392, 396, 397, 398, 399

O. 400, 401

The following skills are teacher-tested; they do not have formal SAMs. However, these skills do appear on the Class Record Sheet, designated by a T.

3, 8, 11, 12, 22, 23, 25, 26, 27, 28, 29, 32, 33, 48, 49, 50, 51, 52, 53, 191, 192, 226, 227, 281, 289, 290, 291, 309, 322, 323, 324, 325, 326, 328, 392, 396, 397, 398, 399, 400, 401

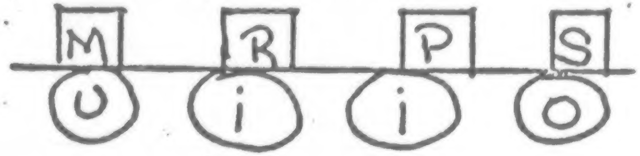
NOTE: Some SAM clusters and teacher-tested skills do not include levels for mastery. For clustered skills, teachers should determine mastery of individual skills in the cluster by the acceptability of the student's response to items related to the skill. For teacher-tested skills, teacher judgement determines mastery.

No. 2 Part I

SKILL: Listen to follow directions.

NOTE: Write the words suspicion and supreme on the board.
Read directions and repeat each one.

1. In the center of your paper, draw a line from left to right. (horizontal) about 4 inches long.
2. Under the line draw four circles the size of a dime. Space them evenly.
3. Above each circle draw a box as wide as your circle.
4. Select vowels from the word suspicion and write one in each circle in the order in which they appear in the word
5. Select consonants from the word supreme and write one in each square in reverse order from which they appear in the word.



MASTERY: All directions followed correctly.

No. 2 Part I

Directions: Listen to the directions given by your teacher. Place your ruler on your desk.

NAME: ______________________________

NOT PASSED__________ PASSED__________
(DATE) (DATE)

No. 2 Part II

Read story aloud to class·

SKILL: Listen for detail.

The heart is a large hollow muscle that is divided into four chambers. The function of the heart is to pump blood throughout the body and each side of the heart does a different job.

Blood entering the right side is pumped to the lungs. This blood contains carbon dioxide. In the lungs the carbon dioxide is removed and oxygen is added.

Blood from the lungs is pumped to the left side of the heart, from where it is then pumped all over the body.

Questions: 1. Carbon dioxide is supplied to the blood in the lungs.

2. The heart is a muscle.

3. The right side of the heart pumps blood to the lungs.

4. The heart is divided into 5 different chambers.

5. The heart pumps blood to the entire body.

Answers:
1. F
2. T
3. T
4. F
5. T

MASTERY:

4 of 5

No. 2 Part II

Listen while your teacher reads a short story to you.

Answer the questions true or false.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

NAME:______________________________

NOT PASSED____________ PASSED________

(DATE) (DATE)

No. 3

SKILL: Listen to and respond in concrete and creative ways to oral reading of literature, to music, etc.

NOTE:

ANSWERS: Teacher may evaluate these skills during his/her interactions with the child.

MASTERY:

No. 3

NAME:________________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 10

SKILL: Draw conclusions. Draw inferences while listening.

NOTE: Read each story. Pause for children to answer questions.

1. Donald, as a small lad, wanted very much to be a great man and hunter like his father. His father was brave and fearless, endured severe hardships at sea, and was considered the best man on any hunting expedition.

Years passed and the big chance Donald awaited finally came. Great hunters who had been friends of his father during his lifetime invited Donald along on an expedition. On this voyage, Donald witnessed heavy winds, black clouds, and rain that was known to destroy ships. He witnessed hunger and longed for the comfort of home. The most intriguing experience he had was meeting a huge, brown, timber bear who bore the eyes of death. Donald showed no fear as his fellow voyagers looked on.

ANSWERS: 1. d
2. c

2. The climber stopped on the ledge to catch his breath. The mountain peak, still a quarter-mile away, loomed overhead. The climber was exhausted. It had been a long hard climb. For three days he had been picking his way up the mountainside. Death hovered closely at his side. Twice he had slipped on the crumbling rock. Only his tight nervous grip on the tow rope saved him from a fatal fall.

Refreshed and relaxed, the climber began his ascent once again. The brief rest had given him strength. He was determined to reach the top.

After reaching the crest of the mountain, the exhausted climber knew he had finally conquered his fear.

ANSWERS: 3. b
4. a

MASTERY: 3 of 4

No. 6, 10

Listen to the story that your teacher reads. Mark the answers to the two questions that go with each story.

Story 1

1. From the story you can tell that:

_____a. Donald wanted to go on a sea voyage.

_____b. Donald's father was very old.

_____c. The hunt lasted for a week.

_____d. Donald's opportunity to become a hunter was a long awaited goal.

2. Donald longed for home because:

_____a. of the huge bear.

_____b. the voyage was long.

_____c. of bad weather and hunger.

_____d. the ship was destroyed.

Story 2

3. From the story we should not believe that the climber was:

_____a. determined to conquer his fear.

_____b. a clumsy climber.

_____c. relieved to reach the crest of the mountain

4. From the story we might guess the climber conquered his fear of:

_____a. a dangerous fall.

_____b. being alone.

_____c. unfamiliar places.

NAME:____

NOT PASSED________________ PASSED________________

(DATE) (DATE)

No. 7

SKILL: Distinguish types of sentences by inflection.

Teacher reads sentences using appropriate expression. Teacher may read student directions out loud.

NOTE:

1. Listen carefully to the sentences about Paul Revere.
2. Paul Revere was born in 1735, the son of a silversmith.
3. He is remembered mainly because of his Revolutionary War activities.

ANSWERS:

4. In what other ways is Paul Revere well known?
5. Look up his biography in an encyclopedia.
6. Be certain to read the entire article.
7. What kind of mill did Paul Revere build in the United States?
8. How startled we'd be if Paul Revere were to walk into the room right now!
9. Since he died in 1818 that would be unlikely.
10. Can you figure out how old Paul Revere was when he died?

Answers:

1. C
2. D
3. D
4. I
5. C
6. C
7. I
8. E
9. D (E)
10. I

MASTERY: 8 of 10

No. 7

The teacher will read ten sentences aloud . Beside each number place the correct letter.

D if the sentence is declarative.

C if the sentence is imperative. (command or request).

E if the sentence is exclamatory.

I if the sentence is interrogative.

1.______

2.______

3.______

4.______

5.______

6.______

7.______

8.______

9.______

10.______

NAME:________________________

NOT PASSED____________ PASSED__________

(DATE) (DATE)

No. 8

SKILL: Listen to evaluate content.

NOTE:

ANSWERS:

Included in teaching and testing of

1. Listen for directions and specific information.

3. Listen to and respond in concrete and creative ways.

9. Identify the main idea in an oral presentation.

10. Draw conclusions.

MASTERY:

No. 8

NAME: ____________________________

NOT PASSED ____________ PASSED ________

(DATE) (DATE)

No. 9 (page 1)

SKILL: Identify the main idea in an oral presentation.

NOTE: Teacher may read pupil choices aloud.

I. The first library in the United States was founded at Harvard University. Later, Ben Franklin tried to make books available to everyone. The Library Company of Philadelphia was the first subscription library. Members could borrow books free of charge after they paid membership dues. This library was so successful that other subscription libraries were founded in other cities of the American Colonies.

Many colonial leaders, like Thomas Jefferson and William Byrd, built large book collections which later became part of the Library of Congress collection. Melvil Dewey helped to found the American Library Association and published the Dewey Decimal System. Andrew Carnegie, a wealthy businessman gave much of his money to establish over two thousand public libraries.

Great progress has been made since 1900 in the establishment of libraries. Branches of libraries, bookmobiles, national libraries for agriculture and medicine have helped to serve millions of people throughout the United States.

(Story II on next page)

Answers:

Story I. B

2. C

MASTERY: 2 of 2

No. 9 (page 1)

Put an X on the line in front of the statement that best expresses the main idea of the story your teacher reads.

Story I.

_____ A. Wealthy men have given books.

_____ B. Growth in library services has been evident since colonial times.

_____ C. Using a library well takes some practice.

_____ D. Thomas Jefferson was the first librarian.

Story II.

_____ A. Chicle is thick, sticky, and shaped like blocks.

_____ B. Sugar is added to chewing gum.

_____ C. Chewing gum is made from chicle which is the sap of a sapodilla tree.

_____ D. People of Mexico have chewing gum trees in their yards.

NAME: ______________________________

NOT PASSED ____________ PASSED ____________

(DATE) (DATE)

No. 9 (page 2)

SKILL: Identify the main idea in an oral presentation.

II. If you lived in southern Mexico or some parts of Central America, you could have a chewing gum tree growing in your backyard. You could not go out and pick a few sticks to chew during school, though. The gum you chew must first be manufactured, but the main ingredient of that gum is the latex or milky plant juice of the sapodilla, often called the sapota.

During the rainy season in Mexico, British Honduras, and Guatemala, men cut large v-shapes in the bark of sapodilla trees and collect the latex that flows from these cuts.

This milklike latex is called chicle. After it is boiled until thick and sticky, it is pressed to remove the water and shaped into blocks. The blocks are shipped to a factory to be made into chewing gum.

At the chewing gum factory machines grind, purify, dry, melt, and filter the chicle. Corn syrup, powdered sugar, and flavoring are added to the chicle, which then goes through rollers to be flattened into the sticks of gum we all know. Sometimes the gum is coated with candy or ingredients are added to the center to help it squirt when it is chewed.

MASTERY:

No. 9 (page 2)

NAME:______________________________

NOT PASSED___________ PASSED_________

(DATE) (DATE)

No. 11

SKILL: Summarize material of two or more paragraphs in correct sequence.

NOTE:

ANSWERS: Teacher may read paragraphs from any source and class writes summary showing correct sequence.

MASTERY:

No. 11

NAME:________________________________

NOT PASSED____________ PASSED_________

(DATE) (DATE)

No. 12, 22, 23, 25, 26, 27, 28, 29, 32, 33

SKILL: Speak clearly and enunciate properly in an appropriate voice level. Avoid the use of double negatives in conversation. Tell a story. Participate in a group discussion. Speak in rehearsed situations. Keep to the subject. Express thoughts clearly. Use the following words correctly: may/can, got/get/have, learn/teach, let/leave, don't/doesn't, good/well, those/these/them. Use proper verb tense forms with subjects.

ANSWERS: Teacher could have children work in small groups with her/him on developing a language experience story. This exercise could be used to evaluate the child's mastery of these skills.

MASTERY:

No. 12, 22, 23, 25, 26, 27, 28, 29, 32, 33

NAME:______________________________

NOT PASSED____________ PASSED_________

(DATE) (DATE)

No. 48, 49, 50, 51, 52

SKILL: Write with uniform slant, form and spacing.

Write individual cursive letters, letter combinations, words and sentences.

Write by sitting in proper position with pencil and paper in proper position.

Write with ease and speed.

Keep neat margins.

NOTE:

ANSWERS: Teacher may evaluate the students' handwriting skills using any of the students' work. (ongoing)

MASTERY:

No. 48, 49, 50, 51, 52

NAME:____________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 53

SKILL: Use manuscript form in project work such as map skills and charts.

NOTE:

ANSWERS: Evaluate through project work.

MASTERY:

No. 53

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 122

SKILL: Add the suffixes, s, es, ed and ing in words that double the final consonant before adding the suffix.

NOTE:

ANSWERS:

1. humming
2. clapped
3. running
4. hopped
5. dripped
6. hitting

MASTERY: 5 of 6

No. 122

Combine the root words and suffixes to make new words.

1. hum + ing ____________________

2. clap + ed ____________________

3. run + ing ____________________

4. hop + ed ____________________

5. drip + ed ____________________

6. hit + ing ____________________

NAME: ____________________

NOT PASSED ____________ PASSED ____________
(DATE) (DATE)

No. 128

SKILL: Isolate the components (prefixes, roots, suffixes) of affixed words.

NOTE:

ANSWERS:

1. un mercy ful
2. bi month ly
3. non conform ist
4. inter nation al
5. pre history cal
6. non creative ly
7. post season al
8. dis continue ed

MASTERY: 6 of 8 words correctly broken.

No. 128

Write the parts of each word in the appropriate column.

	Prefix	Root Word	Suffix
1. unmerciful			
2. bimonthly			
3. nonconformist			
4. international			
5. prehistorical			
6. noncreatively			
7. postseasonal			
8. discontinued			

NAME: ______________________________

NOT PASSED ______________ PASSED __________

(DATE) (DATE)

No. 129

SKILL: Define the following prefixes and combining forms: fore, ante, post, trans, anti, semi, micro, inter, mini, intra.

NOTE:

ANSWERS:

1. international
2. foretell
3. minibike
4. postprom
5. semicircle
6. transcontinental

MASTERY: 5 of 6

No. 129

Form a new word for each meaning below by adding a prefix from the word bank to the given root word.

WORD BANK

fore
trans
micro
ante
anti
inter
mini
post
semi
intra

1. A word meaning between countries

_______________ national

2. A word meaning to tell about something before it happens

_______________ tell

3. A word meaning a small bike

_______________ bike

4. A word meaning after the prom

_______________ prom

5. A word meaning half of a circle

_______________ circle

6. A word meaning across the continent

_______________ continental

NAME:_______________________________

NOT PASSED_______________ PASSED_______________
(DATE) (DATE)

No. 130

SKILL: Divide a word into syllables independently.

NOTE:

ANSWERS:

1. va|ca|tion
2. ri|fle|man
3. un|de|ci|ded
4. dis|a|gree|a|ble
5. fol|low|ing
6. u|ni|forms
7. un|marked
8. hope|less|ness

MASTERY: 6 of 8 words correctly divided.

No. 130

Divide the following words into syllables.

1. vacation
2. rifleman
3. undecided
4. disagreeable
5. following
6. uniforms
7. unmarked
8. hopelessness

NAME: ______________________________

NOT PASSED __________ PASSED __________
(DATE) (DATE)

No. 140

SKILL: Identify predicate nouns and direct object nouns.

NOTE:

ANSWERS:

1. Jill takes piano lessons.
D
2. MacArthur was a famous general.
P
3. The wild boar overturned two pails.
D
4. Many people made this mess.
D
5. Joe is our star basketball player.
P
6. Is Jim's sister a cheerleader?
P

MASTERY: 4 of 6 accurately underlined and labeled.

No. 140

Underline and correctly label the predicate nouns (P) and direct object nouns (D) in the sentences below.

EX. The boy called his dog.
D

1. Jill takes piano lessons.

2. MacArthur was a famous general.

3. The wild boar overturned two pails.

4. Many people made this mess.

5. Joe is our star basketball player.

6. Is Jim's sister a cheerleader?

NAME:______________________________

NOT PASSED______________ PASSED__________
(DATE) (DATE)

No. 141

SKILL: Identify nouns as subject or direct object in a sentence

NOTE:

ANSWERS:
1. S
2. D
3. D
4. S
5. D
6. S
7. S
8. S

MASTERY: 6 of 8

No. 141

For each of the underlined words write S if it is a subject noun D if it is a direct object noun.

?✓ 1. In what year was Bill born?

_____ 2. During the game, Jack hit the ball to Jane.

_____ 3. The children wore gloves of red wool.

_____ 4. Mom and Dad traveled across the United States.

_____ 5. Many students toured Europe during Christmas.

_____ 6. The twisted tree trunk was hit by lightening.

_____ 7. While circling the moon, the astronaut rested.

_____ 8. Saturday is my favorite day of the week.

NAME: ______________________________

NOT PASSED ____________ PASSED __________
(DATE) (DATE)

No. 145

SKILL: Use pronouns as subjects and objects.

NOTE:

ANSWERS:

1. I him
2. he us
3. we
4. them
5. us

MASTERY: 5 of 7

No. 145

Circle the correct pronouns to be used in each sentence below.

1. Sally and (I,me) are going to a party with (he,him).

2. Sally brother and (he,him) are going to play baseball with (we,us).

3. (We,Us) girls are going swimming.

4. I watched (they,them) running a race.

5. A dog chased (we,us) boys around the block.

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 149

SKILL: Identify a verb that contains an action word and an auxiliary word.

NOTE:

ANSWERS:

1. had been lying
2. are coming
3. has chewed
4. have received
5. were playing
6. will take

MASTERY: 5 of 6 complete verbs

No. 149

Underline the action word and the auxiliary word in the following sentences.

1. The snakes had been lying in the sun.

2. When are you coming to dinner?

3. The puppy has chewed my new slippers.

4. I have received a letter in the mail.

5. The boys were playing basketball in the park.

6. I will take my brother to the circus.

NAME:____________________________

NOT PASSED____________ PASSED____________

(DATE) (DATE)

No. 150

SKILL: Identify verbs of being as auxiliary verbs or linking verbs.

NOTE:

ANSWERS:

1. are
2. am
3. were
4. is
5. am
6. is

MASTERY: 5 of 6

No. 150

Underline the linking or auxiliary verb in each of the following sentences.

1. We are going to the swimming meet on Saturday.

2. I am planning to take a friend.

3. The horses were grazing in the field.

4. John is going skiing.

5. I am a student at the college.

6. Tippy is my collie.

NAME: ____________________________________

NOT PASSED ________________ **PASSED** ________________

(DATE) (DATE)

No. 151

SKILL: Identify sense verbs such as taste, feel, look and smell as linking verbs

NOTE:

ANSWERS:

1. L
2. L
3. X
4. L
5. X
6. L
7. X

MASTERY: 5 of 7

No. 151

Write an L in the blank if the sentence has a linking verb and an X if it does not.

1. _____ The dry grass feels like straw.

2. _____ Mary's perfume smells like roses.

3. _____ The children are going sledding.

4. _____ These pickles taste sour.

5. _____ The cat climbed up the tree.

6. _____ Miss James looks like our basketball coach.

7. _____ This bowl of soup is hot.

NAME:______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 152

SKILL: Identify verb(s) in a sentence.

NOTE:

ANSWERS:

1. are going
2. will fly
3. searched
4. destroyed
5. has lived
6. belong
7. does guarantee
8. attacked

MASTERY: 9 of 12 verbs
No more than 3 non-verbs circled.

No. 152

Circle the complete verb in each sentence.

1. My brother and I are going on a plane trip.

2. We will fly across the ocean.

3. Many volunteers searched for the lost child.

4. The hurricane destroyed some buildings in our town.

5. Our family doctor has always lived in Lancaster.

6. The secretaries in this company belong to a union.

7. A college education does not guarantee a job.

8. During the night the wolf attacked the helpless animal.

NAME:________________________________

NOT PASSED______________ PASSED__________
(DATE) (DATE)

No. 153

SKILL: Identify principle parts of irregular verbs.

NOTE:

ANSWERS:

1. _____, saw, seen
2. take, _____, taken
3. do or does, did, _____
4. _____, fell, fallen
5. run, ran, _____
6. drive, _____, driven
7. _____, chose, chosen
8. go, went, _____

MASTERY: 14 of 16

No. 153

Write the correct verb form on the lines.

Example: begin began (have, has, had begun)

	Present	Past	Past Participle
1.	see	____________	____________
2.	____________	took	____________
3.	____________	____________	done
4.	fall	____________	____________
5.	____________	____________	run
6.	____________	drove	____________
7.	choose	____________	____________
8.	____________	____________	gone

NAME:________________________________

NOT PASSED____________ PASSED____________

(DATE) (DATE)

No. 154

SKILL: Identify compound subject and compound verb.

NOTE:

ANSWERS:

1. Jeff, Tom, mowed, burned
2. Toby, George, arrived, brought
3. water, mud, covered, swamped
4. Ann, Mary, cleared, washed, put
6. Flour, milk, butter, stirred, heated

MASTERY: No more than 3 subject nouns missed
No more than 3 verbs missed
No more than 3 other words circled or underlined.

No. 154

In each sentence circle the compound subject and underline the compound verb.

1. Jeff and Tom mowed the lawn and burned the leaves.

2. Toby and George arrived in a canoe and brought us food.

3. Flood water and mud covered the land and swamped everything.

4. Ann and Mary cleared the table, washed the dishes, and put them in the cupboards.

5. Flour, milk, and butter were stirred and heated to make the sauce.

NAME:______________________________

NOT PASSED___________ PASSED________

(DATE) (DATE)

No. 155

SKILL: Construct sentences which show noun-verb agreement.

NOTE:

ANSWERS: Answers will vary.

MASTERY: 4 of 5

No. 155

Write a sentence using the correct noun-verb agreement for each pair listed below.

Nouns	Verbs
1. Bill	do
2. kittens	play
3. group	run
4. people	say
5. marbles	be

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

NAME: ______________________________

NOT PASSED ______________ PASSED ______________
(DATE) (DATE)

No. 158

SKILL: Construct singular and plural possessives.

NOTE:

ANSWERS:

1. children's shoes
2. teacher's book
3. ladies' purses
4. elephants' trunks
5. men's coats
6. lion's roar

MASTERY: 5 of 6

No. 158

Rewrite these phrases to show possession.
Example: The choice of the people the people's choice

1. shoes of many children ______________________

2. book of a teacher ______________________

3. purses of three ladies ______________________

4. trunks of all elephants ______________________

5. coats of two men ______________________

6. roar of the lion ______________________

NAME: ______________________

NOT PASSED ______________ PASSED ______________
(DATE) (DATE)

No. 160

SKILL: Identify adjectives and predicate adjectives.

NOTE: Articles and possessive pronouns are adjectives that have not been included in the answer key and do not effect the mastery.

ANSWERS:
1. basketball, tall
2. deadly, small
3. clever, admiring
4. glass, rare, fragile
5. young

MASTERY: 8 of 10
no more than 2 non-adjectives added.

No. 160

Circle all of the adjectives in the following sentences.

1. All of the players on the basketball team were tall.

2. The deadly disease spread through the small town rapidly

3. The clever magician fooled the admiring children with his tricks.

4. The glass vase was rare and fragile.

5. The young boys wandered aimlessly through the woods.

NAME:________________________________

NOT PASSED______________ PASSED__________
(DATE) (DATE)

No. 163

SKILL: Identify adverbs that answer the question: how? when? or where?

NOTE:

ANSWERS:

1. Cautiously
2. tomorrow
3. there
4. away
5. somehow
6. suddenly
7. best
8. louder, loudest

MASTERY: 7 of 9
No more than 2 non-adverbs circled

No. 163

Circle each adverb in the following sentence

1. The natives crept through the jungle cautiousl
2. Tomorrow the cattle will be slaughtered.
3. Our potatoes are stored there.
4. Jack put the book away when he was finished.
5. Somehow we'll find a way to get home.
6. Suddenly the park came alive with the sights and sounds of spring.
7. That kind of car runs best on unleaded fuel.
8. Harold speaks louder than Bob, but Tim speaks loudest of all.

NAME:______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 164

SKILL: Identify common prepositions.

NOTE:

ANSWERS:

1. [✓ to] the [✓ after] [✓ with]
2. [✓ for] [✓ at] [✓ down] my
3. all [✓ under] [✓ on] [✓ up]
4. [✓ off] [✓ against] [✓ from] and
5. [✓ before] [✓ by] [✓ beside] or

MASTERY: No more than 3 errors

No. 164

In each row circle all the prepositions.

1. to the after with
2. for at down my
3. all under on up
4. off against from and
5. before by beside or

NAME: ______________________________

NOT PASSED______________ PASSED______________

(DATE) (DATE)

No. 165

SKILL: Identify a noun as the object of a preposition.

NOTE:

ANSWERS:

1. chair
2. beak, tree
3. crossroads
4. storm
5. buffalo, prairie
6. picture

MASTERY: 6 of 8
No more than 2 other words circled.

No. 165

Circle each noun that is an object of a preposition.

Example: Joe went to the store for some bread.

1. The floor lamp is beside the chair.

2. The bird with the pointed beak pecked at the tree.

3. That farm by the crossroads looks rundown.

4. After the storm the air had a clean, fresh smell.

5. Several herds of buffalo roamed on the prairie.

6. The safe was hidden behind the picture.

NAME: ______________________________

NOT PASSED ______________ PASSED ______________

(DATE) (DATE)

No. 168

SKILL: Label the four types of sentences.

NOTE: Check to be certain that the 2 errors do not occur in the same type of sentence.

ANSWERS:

1. D
2. I
3. Im
4. E
5. I
6. D
7. E
8. Im

MASTERY: 7 of 8

No. 168

Mark the following sentences D if declarative, E if exclamatory, I if interrogative, and Im if imperative.

1. _____ Airplanes are an important means of transportation.
2. _____ Are you taking your class to the zoo?
3. _____ Open the door.
4. _____ What a surprise!
5. _____ May I use your crayons?
6. _____ The children will be going out at recess.
7. _____ What a beautiful dress!
8. _____ Pass the chocolate sauce.

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 191, 192

SKILL: Write a narrative using a choice of story starters. Write poems in a variety of forms, e.g. haiku, limerick, cinquain, tanka, and ballad as well as in creative free verse forms.

NOTE:

ANSWERS: Teacher may evaluate any of children's creative writings to determine mastery of this skill.

MASTERY:

No. 191, 192

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 199

SKILL: Arrange sentences in proper paragraph form.

NOTE: Provide writing paper.

ANSWERS:

Correct order of sentences
1, 3, 6, 2, 5, 4
Student must indent first line.

MASTERY:

No. 199

Copy these sentences in correct paragraph form on your paper.

1. Blood banks exist today because of the work of a doctor named Charles Drew.

2. In 1938, he won a grant so that he could begin his research in blood plasma.

3. Dr. Drew was born in Washington, D.C. and studied medicine at McGill University in Canada.

4. Thanks to Dr. Drew's work, thousands of lives were saved during World War II.

5. Two years later, in 1940, he had started the world's first blood bank.

6. After he graduated, he returned to Washington, D.C., and began teaching at Howard University.

NAME: ____________________________

NOT PASSED ____________ PASSED ____________

(DATE) (DATE)

No. 200

SKILL: Recognize sentences that do not belong in a paragraph.

NOTE:

ANSWERS:

Some people use their voices too much.

Locusts come every seventeen years.

Have you ever seen a rocket blast off?

The Russians put up Sputnik in 1958.

The moon is about 239,000 miles away.

MASTERY: 4 of 5 sentences that do not belong.
No more than 1 sentence that does belong.

No. 200

In these two paragraphs there is a total of 5 sentences that do not belong. Draw a line through the sentences that do not belong.

Did you ever think of all the sounds insects make and they make them without a voice! Some people use their voices too much. These sounds are made with different parts of the insect's body. Grasshoppers and crickets rub their legs together to make sounds. Locusts use their wings to flap against shell-like drums which are attached to their bodies. Locusts come every seventeen years. The wings of insects can also be sound-makers for great numbers of insects such as the katydid, the bee, and the common housefly.

Robert Goddard is called the father of modern rocketry. Have you ever seen a rocket blast off? He discovered the basic principles needed for space travel. He had many of his ideas as early as 1941, but it was not until the 1960's that the government worked seriously with Goddard's ideas on space travel. The Russians put up Sputnik in 1958. Dr. Goddard died in 1945 before the space race began. If people had listened to him sooner, the United States may have been able to put a man on the moon before 1969. The moon is about 239,000 miles away.

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 201

SKILL: Write a group of sentences keeping to a subject.

NOTE:

ANSWERS: Answers will vary.

MASTERY: 2 sets completely to the subject.

No. 201

Write three sentences about each topic below.

1. Kangaroos

____

____

____

2. Winter

____

____

____

3. Volcanoes

____

____

____

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 202, 203

SKILL: Independently construct a paragraph.
Write a coherent, unified paragraph.

NOTE:

ANSWERS:

MASTERY: Teacher's discretion

No. 202, 203

Write a paragraph about one of the topics listed below.

1. a favorite TV program
2. your pet
3. what you did on a vacation
4. your favorite game
5. a dream

NAME:____________________________________

NOT PASSED______________ PASSED______________

(DATE) (DATE)

No. 207, 208

SKILL: Write a friendly letter. Use proper form for addressing an envelope;

NOTE: Provide students with paper and an envelope.

ANSWERS:

MASTERY: Teacher's discretion

No. 207, 208

Write a friendly letter to someone you know. Put the letter in an envelope and address it correctly.

NAME:______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 209

SKILL: Compose declarative, interrogative, imperative, and exclamatory sentences.

NOTE:

ANSWERS:

MASTERY: 6 of 8
Must have 1 of each type correct.

No. 209

Write one declarative sentence, one imperative sentence, one interrogative sentence and one exclamatory sentence for each topic below.

A Picnic

1. ____________________
2. ____________________
3. ____________________
4. ____________________

School

1. ____________________
2. ____________________
3. ____________________
4. ____________________

NAME: ____________________

NOT PASSED __________ PASSED __________

(DATE) (DATE)

No. 210

SKILL: Distinguish between a sentence and a non-sentence.

NOTE:

ANSWERS:

1. N
2. s
3. s
4. s
5. N
6. s
7. N
8. N

MASTERY: 6 of 8

No. 210

Put an S in front of each sentence. Put an N in front of each non-sentence.

_____1. the crabby old man who lived down the street

_____2. close the window by the radiator

_____3. which tennis player scored best

_____4. with great excitement he ran up to receive his prize

_____5. which we bought

_____6. that story is my favorite one

_____7. so heavy that it can't be moved

_____8. from the top to the bottom

NAME:______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 211

SKILL: Rewrite non-sentences (fragments into sentences.

NOTE:

ANSWERS:

MASTERY: 3 of 4

No. 211

Make each non-sentence below a complete sentence. Write the new sentence in correct form.

1. the pink and green one

____

____

____

2. is close to

____

____

____

3. my friend

____

____

____

4. under the table

____

____

____

NAME: ______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 212

SKILL: Identify run-on sentences.

NOTE:

ANSWERS:

1. R
2. S
3. R
4. R
5. S

MASTERY: 4 of 5

No. 212

Read the sentences below. Mark R before the sentences that are run-on sentences and S before the correctly written sentences.

1. ______ We ran outside there was a fire.

2. ______ Tom and his brother went to the movies on Saturday.

3. ______ Frisbees are fun once you learn how to use them you'll love them.

4. ______ I think my family is moving to New York and I am not sure that we will becayse my dad has not found a job.

5. ______ The pirates raised their flag over the ship they had captured.

NAME:______________________________

NOT PASSED______________ PASSED________

(DATE) (DATE)

No. 213

SKILL: Rewrite run-on sentences into properly formed sentences.

NOTE: Teacher may wish to provide paper.

ANSWERS:

MASTERY: No more than 2 errors.

No. 213

Rewrite these run-on sentences to form proper sentences.

1. My friend and I were walking through the woods then we was the tracks of a bear leading to a cabin then we went closer to the cabin and saw that the bear had tried to break down the door.

2. The small plane with four people aboard took off from Mapleton Airport and soon the pilot noticed his engine was not running smoothly and then the plane fell quickly into the dense woods and so luckily the trees helped break the fall of the plane and all the passengers were unharmed.

NAME: ______________________________

NOT PASSED ____________ PASSED ________
(DATE) (DATE)

No. 219

SKILL: Apply rules of capitalization from previous levels plus titles of songs, reports; names of countries, continents; names of churches, religions, denominations, sacred names; names of regions, names of documents, trade names; the first word of a main head and a subhead in an outline, and to set off each subhead.

NOTE: Teacher may read words.

ANSWERS:

1. Declaration of Independence

2. God, Bible

3. The Natural Resources of France

4. I, Kleenex, Wheaties

5. Wesleyan Methodist Church
   America the Beautiful

6. Mozambique, Africa

7. John, Northeast

8. I. How money is made
   a. Minting coins
   b. Printing paper money

MASTERY: 20 of 25
No more than 3 incorrectly circled.

No. 219

Put a circle around each letter that should be a capital letter. Some words have already been capitalized for you.

1. George Ross was a signer of the declaration of independence.

2. Many people base their beliefs about god on the bible.

3. Dirk wrote a report for social studies called "the natural resources of france."

4. i need to get a box of kleenex and some wheaties at the store.

5. The choir at wesleyan methodist church made a fine recording of "america the beautiful".

6. The nation of mozambique is located in africa.

7. Sam and john backpacked through the northeast.

8. Mr. Smedley put this part of the outline on the board.
    I. how money is made
        a. minting coins
        b. printing paper money
    II. Money and the national economy

NAME: ______________________________

NOT PASSED______________ PASSED______________
(DATE) (DATE)

No. 226, 227

SKILL: Apply rules of correct word usage in all written work.
Proofread and correct errors in written work.

NOTE:

ANSWERS: Evaluate these skills as they relate to the children's story writing, reports, etc.

MASTERY

No. 226, 227

NAME:________________________________

NOT PASSED_______________ PASSED__________

(DATE) (DATE)

No. 234

SKILL: Arrange words in alphabetical order to the third letter and beyond.

NOTE:

ANSWERS:

1. ear
2. early
3. enlarge
4. extra
5. limp
6. linear
7. linen
8. muffin
9. rattan
10. rattle
11. repair
12. replied

MASTERY: No more than 2 words incorrectly alphabetized.

No. 234

Put the following list of words in alphabetical order.

1. linear ____________________
2. rattan ____________________
3. muffin ____________________
4. linen ____________________
5. early ____________________
6. rattle ____________________
7. extra ____________________
8. limp ____________________
9. repair ____________________
10. replied ____________________
11. enlarge ____________________
12. ear ____________________

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 244

SKILL: Use guide words to locate entries in dictionaries

NOTE: Make sure children understand directions.

ANSWERS:

1. on
2. after
3. after
4. on
5. before
6. before
7. on

MASTERY: 6 of 7

No. 244

Decide if the following words come before, on, or after the page for these guide words. Put an X in the correct column.

cape	carabao

	before	on	after
1. captain	______	______	______
2. carat	______	______	______
3. caraway	______	______	______
4. Capricorn	______	______	______
5. capable	______	______	______
6. Canton	______	______	______
7. Cape Kennedy	______	______	______

NAME: ________________________________

NOT PASSED ______________ PASSED ______________

(DATE) (DATE)

No. 246

SKILL: Use a dictionary to find meanings of given entry words.

NOTE: Provide the student with a dictionary prior to test.
Check to see if these words are entries in your class dictionaries.

ANSWERS:

MASTERY: 100%

No. 246

Use a dictionary to find the meanings of the words below. Write the meaning beside the word.

1. gallant - ____________________

2. muddle - ____________________

3. mimic - ____________________

4. censor - ____________________

5. prune - ____________________

NAME:____________________

NOT PASSED__________ PASSED__________

(DATE) (DATE)

No. 247, 248

SKILL: Use a dictionary to syllabicate and accent syllables.

NOTE: Provide students with dictionaries that syllabicate words.

ANSWERS:

1. ha [✓ rangue]
2. bib li [✓ og] ra phy
3. tri [✓ um] phant
4. sa [✓ ga] cious
5. ha [✓ bit] u al

MASTERY: 4 of 5

No. 247, 248

Use a dictionary to divide the following words into syllables. Print the divided word. Circle the syllable that is accented.

1. harangue ______________________________

2. bibliography ______________________________

3. triumphant ______________________________

4. sagacious ______________________________

5. habitual ______________________________

NAME: ______________________________

NOT PASSED ______________ PASSED ______________

(DATE) (DATE)

No. 249

SKILL: Use a dictionary to locate plurals of words that do not follow set patterns.

NOTE:

ANSWERS:

1. tomatoes
2. amoebae, amoebas
3. fungi, funguses
4. mothers-in-law
5. appendixes, appendices
6. bacteria
7. axes

MASTERY: 6 of 7

No. 249

Use the dictionary to find the plurals of the following words.

1. tomato ______________________________
2. amoeba ______________________________
3. fungus ______________________________
4. mother-in-law ______________________________
5. appendix ______________________________
6. bacterium ______________________________
7. axis. ______________________________

NAME: ______________________________

NOT PASSED ______________ PASSED ______________

(DATE) (DATE)

No. 250

SKILL: Use dictionary to locate roots of words containing affixes.

NOTE:

ANSWERS:

1. navigate
2. dictate
3. act
4. convey
5. convalesce
6. saliva

MASTERY: 5 of 6

No. 250

Use the dictionary to locate the root words of the following words.

1. circumnavigate ____________________

2. dictatorship ____________________

3. hyperactive ____________________

4. conveyance ____________________

5. convalescent ____________________

6. salivary ____________________

NAME: ______________________________

NOT PASSED ____________ PASSED ____________
(DATE) (DATE)

No. 252

SKILL: Use a dictionary to identify parts of speech of entry words (noun, verb, pronoun, adjective, adverb).

NOTE: Direct children to write whole word not just the abbreviation. Supply dictionary before test is given. This test item assumes that students can decode the abbreviations. (i.e. n = noun)

ANSWERS:

1. adverb, preposition, adjective
2. adjective
3. adjective, noun, verb
4. noun
5. preposition
6. adjective, adverb, preposition, noun
7. verb, noun
8. adjective
9. adverb, adjective
10. noun

MASTERY: 16 of 19

No. 252

Use the dictionary to identify the parts of speech of these words. For a word with more than one entry, write all given parts of speech.

1. over ____________________
2. farfetched ____________________
3. patent ____________________
4. rompers ____________________
5. into ____________________
6. less ____________________
7. heave ____________________
8. maneuverable ____________________
9. else ____________________
10. levee ____________________

NAME: ____________________

NOT PASSED __________ PASSED __________

(DATE) (DATE)

No. 253

SKILL: Use a dictionary to locate the origins of words.

NOTE: This test may not be applicable as many student dictionaries do not have this information. Perhaps children could use a dictionary in the media center or at a learning station.

ANSWERS:

1. Latin
2. Spanish
3. German
4. French

Geared to American College Dictionary by Random House.

MASTERY: 3 of 4

No. 253

Use the dictionary to find the origin of the following words.

origin

1. fable ____________________

2. adobe ____________________

3. sauerkraut ____________________

4. beret ____________________

NAME: ______________________________

NOT PASSED ____________ PASSED ____________

(DATE) (DATE)

No. 254

SKILL: Locate information about important persons, places, and historical events in dictionaries. T/L

NOTE: Test was based on Thorndike-Barnhart Junior Dictionary Seventh Edition. If not applicable make your own test.

ANSWERS:

1. Napoleon
2. 1608
3. West Indies
4. 1961-1963
5. 1914-1918
6. China

MASTERY: 5 of 6

No. 254

Use your dictionary to answer the following questions.

1. Who was defeated at Waterloo?

____

2. What year was John Milton born?

____

3. Where are the Antilles Islands?

____

4. John F. Kennedy was president in the years__________

____

5. When was World War I?

____

6. Peking is in______________________________

NAME:________________________________

NOT PASSED__________ PASSED_________
(DATE) (DATE)

No. 274

SKILL: Use the context to identify new words.

NOTE:

ANSWERS:

1. very hot
2. wiggling, rolling
3. meeting, conference
4. hunted

MASTERY: 3 of 4

No. 274

Read the sentences below. On the line under the sentences write what the underlined word means in the sentence.

1. August is a very torrid month.

____

2. The man fell down the flight of steps and lay writhing in pain on the floor.

____

3. The general held a parley with the enemy about releasing the prisoners.

____

4. The detectives ferreted out the criminal and took him off to prison.

____

NAME: ________________________________

NOT PASSED ______________ PASSED ____________

(DATE) (DATE)

No. 279

SKILL:
Distinguish multiple meanings of a given word.

NOTE:

ANSWERS:

1. c
2. a
3. b
4. a

MASTERY: 3 of 4

NO. 279

Choose the correct meaning for the underlined word. Put the correct letter in the blank.

____1. The press was invited to the news conference.
- a. compel; force
- b. make smooth; flatten
- c. the newspapers and the people who write for them
- d. the business of printing newspapers and magazines

____2. The farmer gathered the eggs.
- a. collect; bring into one place
- b. come together
- c. pick
- d. pull together in folds

____3. He received his education at Millersville State College.
- a. take(something offered or sent)
- b. accept; let into the mind
- c. let into one's house
- d. change electrical waves into sound

____4. The class is in a state of confusion.
- a. condition of a person or thing
- b. nation
- c. tell in speech or writing
- d. the structure or form of a material

NAME:______________________________

NOT PASSED______________ PASSED__________
(DATE) (DATE)

No. 281

SKILL: Develop vocabulary through a list of words formulated from reading selections.

NOTE:

ANSWERS:

Teacher develops vocabulary activities and evaluates mastery. Refer to skill guide for activities.

MASTERY:

No. 281

NAME:______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 282

SKILL: Recognize idiomatic expressions.

NOTE:

ANSWERS:

1. blew his top
2. flew the coop
3. kicked the bucket
4. catch her eye

MASTERY: 3 of 4

No. 282

Underline the idiomatic expressions in the following sentences.

1. He blew his top when someone stole his bike.

2. The thieves flew the coop after robbing the bank.

3. The old prospector kicked the bucket after discovering gold.

4. Jim wore his best suit hoping to catch her eye.

NAME:______________________________

NOT PASSED____________ PASSED__________

(DATE) (DATE)

No. 283

SKILL: Identify metaphors.

NOTE:

ANSWERS:

1. steamroller
2. caged lion
3. brick wall
4. bean pole

MASTERY: 3 of 4

No. 283

Underline the metaphor in each sentence.

1. The offensive line was a steamroller moving down the field.
2. Coach Thompson was a caged lion pacing up and down the sidelines.
3. The defensive line was a brick wall across the playing field.
4. The head cheerleader was a real bean pole.

NAME:______________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 284

SKILL: Identify similes.

NOTE:

ANSWERS:

1. like flags waving
2. as cold as ice
3. as hungry as a bear
4. like a tornado

MASTERY: 3 of 4

No. 284

Underline the simile in each sentence.

1. The flowers on the hill look like flags waving in the wind.

2. My hands are as cold as ice today.

3. I'm as hungry as a bear after all that running.

4. Jerry goes around the bases like a tornado.

NAME:________________________

NOT PASSED____________ PASSED________

(DATE) (DATE)

No. 285

SKILL: Interpret meanings of coined words and expressions.

NOTE: Answers will vary.

ANSWERS:

1. material used to protect cookware
2. plastic coated material
3. grass made of plastic
4. foamy material very light in weight

MASTERY: 3 of 4

No. 285

Write a definition for each of the coined words circled in the sentences below.

1. My mother's new cookware is coated with teflon.

____

2. Mylar balloons hold helium longer than regular balloons.

____

3. Houston's football team practices on the astroturf at the Astrodome in Texas.

____

4. I got a nerf football for my birthday last week.

____

NAME:______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 289, 290

SKILL: Apply word study skills and spelling rules to spell new words. Spell words correctly from assigned lists.

NOTE:

ANSWERS:

Teacher can evaluate these skills as they relate to your particular spelling program.

MASTERY:

No. 289, 290

NAME:______________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 291

SKILL: Spell words correctly in written work after proofreading and applying study skills.

NOTE:

ANSWERS:

Teacher can evaluate these skills as they relate to the children's story writing, reports, etc.

MASTERY:

No. 291

NAME:____________________________________

NOT PASSED________________ PASSED____________

(DATE) (DATE)

No. 302

SKILL: Locate fiction and nonfiction books in library through call numbers. L/T

NOTE:

ANSWERS:

1. N
2. F
3. N
4. N
5. N
6. N
7. F
8. F

MASTERY: 7 of 8

No. 302

Write an F beside the call numbers that are Fiction.
Write an N beside the call numbers that are Nonfiction.

1. ________ 296.2
W1

2. ________ E
S

3. ________ 032
P

4. ________ 940.54
S

5. ________ 352
D

6. ________ 551.54
S

7. ________ B

8. ________ C1

NAME: ____________________

NOT PASSED ____________ PASSED ____________
(DATE) (DATE)

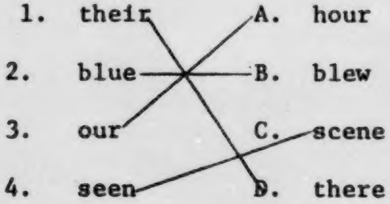
No. 308

SKILL: Follow written directions.

NOTE: No teacher help. Teacher provide blank paper with test sheet.

ANSWERS:

Pupils's Name



1. their A. hour

2. blue B. blew

3. our C. scene

4. seen D. there

MASTERY: 3 of 4 directions

No. 308

1. Write your name at the top left side of your paper..

2. Number from one to four down the left side of your paper. List these words next to the numbers: their, blue, our, seen.

3. Letter from (A to D) down the middle of your paper. list these words next to the letters: hour, blew, scene, there.

4. Draw a line from the words in one list to the words on the other list, that sound the same.

NAME: ______________________________

NOT PASSED ____________ PASSED ________

(DATE) (DATE)

No. 309

SKILL: Use guide words to locate entries in a variety of reference books. T/L

NOTE:

ANSWERS:

Teacher should develop a test geared to the particular resources most often used by the class.

SAM number 244 covers dictionary guide words.

MASTERY:

No. 309

NAME:__________________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 311

SKILL: Locate types of information in a telephone directory.

NOTE:

ANSWERS:

1. 569-2678
2. 300 W. James Street
3. repairs, tune-up, inspections, rentals
4. White, Westinghouse, Frigidaire, Kitchenaid

MASTERY: 3 of 4 complete

No. 311

Use the telephone directory to answer the questions below.

1. What is Dr. Eugene C. Smith's office phone number?

____

2. What is the address of the Italian Villa Ristorante?

____

3. What are three services available at Larry Murphy Chevrolet, Inc.?

______________, ______________, ______________

4. What name brand appliances are available at Roy C. Barr and Son?

____

____

NAME: ______________________________

NOT PASSED ______________ PASSED ______________

(DATE) (DATE)

No. 313

SKILL: Use a specialized reference book to locate information. L/T

NOTE:

ANSWERS:

1. Encyclopedia
2. Biographical Dictionary
3. Geographical Dictionary
4. Thesaurus
5. Almanac
6. Atlas
7. Atlas
8. Encyclopedia

MASTERY: 6 of 8

No. 313

Which reference book would be used to best answer the following questions?

Encyclopedia
Geographical Dictionary
Biographical Dictionary
Almanac
Atlas
Thesaurus

1. Name six animals common to the desert.

____

2. In one sentence tell why Florence Nightengale is famous. ______________________

3. What college is in Reading, PA? ______________

4. What is a synomyn for nurture? ______________

5. Who won the World Series in 1965? ______________

6. Find a product map of Asia. ______________

7. What is the latitude and longitude of Paris, France?

____

8. Describe the making of steel.

____

NAME: ______________________________

NOT PASSED ______________ **PASSED** ______________

(DATE) (DATE)

No. 314

SKILL: Use the card catalog in locating the call number of a book. L/T

NOTE: Call numbers will vary according to library/media centers.

ANSWERS:

MASTERY: 4 of 5

No. 314

Use the card catalog to find the call numbers for the following titles. Write the call number in the blank.

________________ 1. Henry and Ribsy

________________ 2. Football talk for Beginners

________________ 3. Paddington Bear

________________ 4. First Book of World War I

________________ 5. Ships of our Navy

NAME:____________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

519

No. 315

SKILL: Locate author, subject and title cards in the card catalog. L/T

NOTE: Accept any correct answer.

ANSWERS:

MASTERY: No more than 1 error.

No. 315

Use the card catalog to answer the following questions.

1. Find a book by Laura Ingalls Wilder. Write the title.

____

2. Find the book Peter's Chair. The author is __________

____

3. Find a book about football. Write the title.

____

4. Find a filmstrip about Pennsylvania. Write the title.

____

5. Find the book Make Way for Ducklings. The author is

____

6. Find a book by Margaret Wise Brown. Write the title.

____

NAME: ______________________________

NOT PASSED______________ PASSED__________
(DATE) (DATE)

No. 316, 317, 318, 320, 333, 334, 340, 342,
349

SKILL:

NOTE: Teacher may choose to give students topics relevant to their studies.

ANSWERS:

MASTERY:

No. 316, 317, 318, 320, 333, 334, 340, 342, 349

Choose one of the topics below and write a one page report using the encyclopedia as your reference.

1. Amelia Earhart
2. volcanoes
3. dinosaurs
4. John F. Kennedy

NAME:______________________________

NOT PASSED______________ PASSED____________

(DATE) (DATE)

No. 321 (page 1)

SKILL: Read graphs, charts, diagrams, and study guides and outlines.

NOTE: Teacher may choose to test this in conjunction with math or social studies, etc.

ANSWERS:

1. Statue of Zeus
   Temple of Artemis
2. Great Pyramid
3. Great Pyramid
   Lighthouse of Alexandria
4. Hanging Gardens
5. 3

MASTERY: 6 of 7

No. 321 (page 1)

Use the chart below to answer the questions.

7 WONDERS OF THE WORLD

Name	Place	Outcome
Colossus of Rhodes	Rhodes	Ruined during an earthquake
Statue of Zeus	Greece	Ruined by an invading army
Great Pyramid	Egypt	Still standing
Lighthouse at Alexandria	Egypt	Ruined during an earthquake
Mausoleum of Halicarnassus	Asia Minor	Ruined during an earthquake
Hanging Gardens	Mesopotamia	Covered over by the deser
Temple of Artemis	Asia Minor	Ruined by an invading army

NAME:______________________________

NOT PASSED____________ PASSED________
(DATE) (DATE)

No. 321 (page 2)

SKILL:

NOTE:

ANSWERS:

MASTERY:

No. 321 (page 2)

1. Which of the ancient wonders were destroyed by armies?

____

____

2. Which ancient wonder is still in existence?

____

3. Which wonders were found in Egypt?

____

____

4. Which ancient wonder was buried beneath the sand?

____

5. How many ancient wonders were destroyed by earthquake?

____

NAME:______________________________

NOT PASSED______________ PASSED______________
(DATE) (DATE)

No. 322, 323, 324, 325, 326

SKILL:

NOTE:

ANSWERS:

Teacher should plan a unit on the use of the newspaper. During discussions the teacher could evaluate the students on these various skills. The library media specialist may be able to set up a learning center where individual evaluation could be done.

MASTERY:

No. 322, 323, 324, 325, 326

NAME:______________________________

NOT PASSED______________ PASSED____________

(DATE) (DATE)

No. 328

SKILL: Define Newberry Award. L/T

NOTE:

ANSWERS:

Teacher can evaluate children's knowledge of this award through a group discussion.

MASTERY:

No. 328

NAME:______________________________

NOT PASSED____________ PASSED__________

(DATE) (DATE)

No. 333, 336, 346, 359, 380 (page 1)

SKILL:

NOTE: Answers may vary for numbers 3 and 4.

ANSWERS:

(336) 1. Did you know that your body is always on the defense against bacteria?

(346) 2. [✓ bacteria]
[✓ virus]
nose
amuse
[✓ infection]
[✓ organisms]

(333) 3. Bacteria affects the body

(359) 4. (Actual title)
Your Body's Defenses

(380) 5. inform

MASTERY:

No. 333, 336, 346, 359, 380 (page 1)

Read the article below and then answer the questions.

Did you know that your body is always on the defense agains bacteria? Your body wins most of its battles against bacteria. When you have a cold, your body is being attacked by a virus. I often takes your body only a short time to overcome the viruses which cause a cold. However, overcoming attacks by other viruses or organisms may take a longer time. Your skin is your first li of defense against viruses. In the inside of your body you also will find cells that are a line of defense against bacteria. Covering cells line inside cavities of the body which can be easily reached by infectious bacteria. Sneezing and coughing ar reflexes that help get rid of bacteria. When you breathe, bacteria and other harmful substances are caught in the mucus of the nose and throat. They are removed from the body by sneezing and coughing. When you scrape or cut yourself and break the ski harmful bacteria may fall on the open wound and begin to feed. This growth of harmful bacteria is called infection.

1. Underline the topic sentence in the paragraph.

2. Circle the key words from the paragraph

bacteria
virus
nose

amuse
infection
organisms

NAME:______________________________

NOT PASSED____________ PASSED__________

(DATE) (DATE)

No. 333, 336, 346, 359, 380 (page 2)

SKILL:

NOTE:

ANSWERS:

MASTERY:

No. 333, 336, 346, 359, 380 (page 2)

3. What is the main idea of this paragraph?

____

4. Write a title for the article.

____

5. What was the author's purpose in writing this article?

____

NAME: ______________________________

NOT PASSED ____________ PASSED ____________

(DATE) (DATE)

No. 353

SKILL: Independently construct a simple outline. T/L

NOTE: Have separate sheets of paper for students.

ANSWERS:

I. History of Ice Cream
    A. Marco Polo brought receipe for Orient to Italy.
    B. Ice cream was first made in Italy in 1550.
    C. Ice cream was for European nobility.

II. Ice Cream in America
    A. Baltimore had first ice cream factory in the U. S.
    B. Ice cream was first eaten in U.S. in 1700.
    C. Ice cream was served at White House by Dolly Madison in 1809
    D. Ice cream cone appeared in St. Louis in 1904.

III. Steps in Making Ice Cream
    A. Mix is scraped to prevent ice crystal
    B. Mix is stirred while freezing
    C. Ice cream hardens for 12 hours
    D. Milk, cream, sugar, flavoring, and eggs put in a freezer.

MASTERY: All subtopics must be under correct topic and should be in proper outline form.

No. 353

Arrange the information below in proper outline form. Use a separate sheet of paper. Find the main ideas first.

Baltimore had first ice cream factory in the United States.

Steps in Making Ice Cream

Ice cream was first made in Italy in 1550.

Mix is scraped to prevent ice crystals.

Ice Cream in America

Marco Polo brought recipe from Orient to Italy.

Mix is stirred while freezing.

Ice cream hardens for 12 hours.

History of Ice Cream

Ice cream was for European nobility.

Ice cream was first eaten in U.S. in 1700.

Milk, cream, sugar, flavoring, and eggs put in a freezer.

Ice cream was served at White House by Dolly Madison in 1809.

Ice cream cone appeared in St. Louis in 1904.

NAME:______________________________

NOT PASSED______________ PASSED____________

(DATE) (DATE)

No. 354

SKILL: Construct a simple bibliography.

NOTE: Answers will vary.

ANSWERS:

Teacher may choose to include this skill in a research report for social studies or science.

MASTERY: 4 of 5 accurately recorded.

No. 354

Using 5 different sources write a sample bibliography that would go at the end of a report about your favorite animal.

NAME:______________________________

NOT PASSED_______________ PASSED____________
(DATE) (DATE)

No. 370, 373, 375, 377, 378, 379, 382, 383
(page 1)

SKILL:

NOTE:

ANSWERS:

(370, 383) 1. Answers will vary.

(377, 378, 379) 2. wild stallion
powerful horse
(only 4) rebel
wild horse
red mane

(382) 3. ...he encouraged other horses to run away with him.

(373, 378 379) 4. scared

(375) 5. There was also a reward being offered for the Dalton Brothers.

MASTERY:

Classroom Reaidng Inventory - Nicholas Silvarol

No. 370, 373, 375, 377, 378, 379, 382, 383 (page 1)

Read the article below and then answer the questions.

BLASE: REBEL HORSE

All the ranchers in the valley knew about the wild stallion named Blase, a powerful horse with a red mane. Many of the local men tried to catch this rebel but failed each time. A reward was offered for his capture--dead or alive, because he encouraged other horses to run away with him. There was also a reward being offered for the Dalton Brothers.

Pete Cook and six other men were determined to catch Blase. Pete used binoculars to study the wild horse's movements. He made several maps of the valley and was sure he could capture Blase this time.

Pete posted the men all along the secluded trails that Blase usually followed. Each rider would pick-up Blase along the trail and force him into a narrow canyon, where Pete would be waiting.

The men succeeded in forcing Blase into the narrow canyon. Pete was ready with his rope but Blase came at him in a wild rage. Pete lost his balance but was able to roll over out of the way. Blase saw his chance to escape and got away once again.

1. How would the story end if Pete had not been able to roll out of the way?

____

____

NAME:____________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)

No. 370, 373, 375, 377, 378, 379, 382, 383
(page 2)

SKILL:

NOTE:

ANSWERS:

MASTERY:

No. 370, 373, 375, 377, 378, 379, 382, 383 (page 2)

2. Find four words or phrases in the story that describe Blase.

____

____

____

____

3. Write the sentence from the story that shows Blase was a leader?

____

____

4. How did Pete feel when he saw Blase coming at him?

____

5. Find a sentence in the story that does not belong.

____

____

NAME:____________________________

NOT PASSED____________ PASSED__________

(DATE) (DATE)

No. 386

SKILL: Create an analogy when given one word pair.

NOTE: Accept any reasonable answers which follow the patterns listed below.

ANSWERS:

1. antonyms
2. synonyms
3. used to write on ______
4. _____ quenches _____
5. _____ is a place for _____
6. ____ is used by a _____
7. ____ covers ____
8. ____ to a holiday as _____

MASTERY: 6 of 8

No. 386

Supply the words that correctly complete an analogy.

1. Smile is to frown as ______________________________

2. Calm is to quiet as ______________________________

3. Chalk is to blackboard as ______________________________

4. Water is to thirst as ______________________________

5. Library is to book as ______________________________

6. Drill is to dentist as ______________________________

7. Rind is to orange as ______________________________

8. Turkeys are to Thanksgiving as ______________________________
____

NAME: ______________________________

NOT PASSED ______________ PASSED ______________

(DATE) (DATE)

No. 392, 396, 397, 398, 399

SKILL:

NOTE:

ANSWERS:

Teacher can evaluate these skills during times when children read orally.

MASTERY:

No. 392, 396, 397, 398, 399

NAME:____________________________________

NOT PASSED______________ PASSED__________

(DATE) (DATE)

No. 400, 401

SKILL: Read silently for a predetermined number of minutes. Adjust reading speed to reflect difficulty of material and purpose of reading.

NOTE:

ANSWERS:

Teacher can evaluate these skills during times when children read orally.

MASTERY:

No. 400, 401

NAME:________________________

NOT PASSED____________ PASSED__________
(DATE) (DATE)